

Mississippi Department of Education
Office of Innovative Support

FY 2011 Consolidated Federal Programs Application



April 2010

Grant Period: July 1, 2010 – September 30, 2012

FY 2011 Consolidated Federal Programs Application

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Mississippi Department of Education

FY 2011 Consolidated Federal Programs Application

I. Introduction

Annually, the Mississippi Department of Education (MDE) requires Local education agencies (LEA) receiving Title I funds to submit, for approval, a consolidated application, as required by the *No Child Left Behind (NCLB) Act of 2001, SEC 1112*. This document is designed to help school districts properly utilize allocated federal dollars to positively impact academic improvement by helping low-achieving children meet challenging academic achievement standards in every school across the state. (Section 1001)

II. Program Design

The FY 2011 Consolidated Federal Programs Application (SY 2010-2011) is an electronic document comprised of four major components: Consolidated Plan, Budgetary Document, Schoolwide Plan Template, and Targeted Assistance Plan Template. LEAs are required to submit applicable components, depending on the program design. The four components are generally described below:

- a. *Consolidated Plan* – The Consolidated Plan is a **Word document** that contains legal assurances and key federal program data. This section is designed to collect and evaluate areas of compliance for **Titles I and II**. LEAs must collect and compile all data from local schools as it relates to each area within this section.
- b. *Budgetary Document* – The Budgetary Document is an **Excel file** entitled “**FY11 CFPA Budget.**” This file contains eight (8) Excel worksheets. The worksheets are pre-set to automatically transfer data throughout the file. (i.e. When the LEA’s name is entered in cell C2 of the “Cover Page,” the entered name will show automatically on all worksheets.) Worksheets are designed with specific instructions noted in comment boxes.
- c. *Schoolwide Plan (SWP) Template* – This template is an instrument used to aid in the development of schoolwide plans to improve the academic success of **all** students.
- d. *Targeted Assistance Plan Template* – This template is an instrument used to aid in the development of targeted assistance plans to improve the academic success of **identified eligible** students.

III. Pre-Award Cost

LEAs may incur pre-award costs for Title I Grants to LEAs. Attachment B, paragraph 32 of OMB Circular A-87 states that pre-award costs are allowable only to the extent that they would have been allowable if incurred after the date of the award. In the event that the Office of Innovative Support (OIS) or the Office of Federal Financial Management (OFFM) makes a determination that an activity paid for by the LEA prior to the date of the award was not allowable, then the LEA may not reimburse itself for the cost of the activity.

IV. Substantially Approvable Form

EDGAR Section 76.708(a) requires all state agencies to *substantially approve* LEA plans prior to LEA obligation of federal funds. The MDE considers the submission of each LEA's Consolidated Plan and Budgetary Documents, based on the preliminary allocations, as *substantially approvable* when the MDE staff has determined the LEA's overall consolidated plan and detailed budget are generally in compliance with allowable usage(s) of federal funds. The MDE staff will further ensure all expenditures are supplemental in nature; however, the responsibility to ensure all expenditures are supplemental remains with the LEA. Upon verification of compliance, an official letter of approval, from the Office of Innovative Support and the Office of Federal Financial Management granting spending authority will be issued. Any unallowable expenditures charged to Title funds will result in reimbursement from LEA funds. Once final allocations have been released, all LEAs are required to officially amend plans and budgets in accordance to the Mississippi Department of Education's Federal Programs Amendment procedures. Schoolwide and Targeted Assistance Plans will be submitted with verification of LEA approval during each LEA's full onsite monitoring visit.

V. Submission Process

The FY 2011 Consolidated Federal Programs Application (CFPA) is a comprehensive series of documents published by the Mississippi Department of Education. Documents are **not** to be altered or changed in format. The FY11 CFPA must be received in the Office of Innovative Support **on or before June 30, 2010**. **Failure to submit the completed application in its entirety by the established deadline may delay the approval of your application and the disbursement of funds to your district.** We are requesting that each LEA submit an **original and two copies** at the time of submission. The application should be mailed or delivered to:

**Mississippi Department of Education
Office of Innovative Support
Attention: Quentin Ransburg
359 North West Street
P.O. Box 771
Jackson, MS 39205-0771**

Section I: General Assurances

This Consolidated Federal Programs Application (CFPA) is for Local Educational Agency (LEA) use in requesting LEA funds for covered programs under the *No Child Left Behind Act of 2001*. Each question in the application is directed by the legislation, and the parenthetical citation with each question indicates the section of legislation that requires the item to be addressed in this application.

The legislative purpose of these federal funds is to improve teaching and learning to meet student needs effectively. Ongoing broad-based planning and shared decision-making are essential for quality programming. This CFPA supports Mississippi LEAs in looking at increasing student learning and achievement through effective programming, professional development, parent and community involvement, and provision of a safe, orderly climate conducive to our teachers teaching and our students learning.

LEA Statement of Assurances

The School Board of (*Monroe County School District*) approved and recorded in its minutes the single set of assurances stated below at a meeting held on June 8, 2010 and further authorized the Superintendent to sign such single set of assurances as required by Section 9306 and to submit an application to the Mississippi Department of Education as required by Section 9305 to receive grants under stated Titles of the *No Child Left Behind Act of 2001* and other applicable Federal programs. ***Please note that this date should represent the day that the school board approved not only the assurances, but also the Schoolwide or Targeted Assistance Plan and Budget.***

General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964. A statement of compliance with Title VI of the Civil Rights Act of 1964 should be filed with the Superintendent.
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972.
3. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, Prohibition of Discrimination on the Basis of Sex, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the Individuals with Disabilities Education Act. (*34 CFR 300, 303, and 504 of the Rehabilitation Act of 1973*)
6. When federal funds are made available, they will be used to supplement and, to the extent practical, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (*34 CFR 200.44, 298.23*)
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant educational agency in its administration of each program.
8. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state and federal funds paid to that educational agency under each program. (*34 CFR 200.20(a)(9)*)
9. The LEA will make reports to the state educational agency or board and to the Secretary of Education as may reasonably be necessary to enable the state educational agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state educational agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount

and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other resources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)

10. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
11. Auditable records of each participating school program will be maintained on file. (34 CFR 80.42(e))
12. The school site administrators are an integral part of collecting and reporting all school crime data to ensure that the Mississippi's Unsafe School Choice Option (USCO) Policy is accurately and consistently completed. The LEA shall submit individual incident data to the state educational agency. The reporting of individual incident data, rather than summary data, will enable more comprehensive and in-depth trend analyses of school crime, both at the local and statewide level.
13. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
14. The LEA has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension, and other responsibility matters.
15. The LEA provides reasonable opportunity for public comment on the application and considers the comments. (Section 14306(a)(7))
16. The LEA will adopt and use proper methods of administering each program including:
 - a. enforcement of any obligations imposed by law on agencies responsible for carrying out programs and
 - b. correction of deficiencies in program operations identified through audits, etc. (Section 14306(a)(3)(B))
17. The LEA adheres to the applicable provision of the Education Department General Administrative Regulations (EDGAR): 34 CFR Parts 76, 77, 79, 80, 81, 82, 85, and 86.
18. The LEA adheres to *OMB Circular-87* (the Cost Principles for State, Local, and Indian Tribal Governments.)
19. The LEA assures the salary and wage charges will be supported by proper time reporting documentation that meets the requirements of *OMB A-87*.

Constitutionally Protected School Prayer

20. As a condition of receiving federal funds under the Elementary and Secondary Education Act, as

amended by the *No Child Left Behind Act of 2001* (NCLB), the LEA hereby certifies that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

Comparability

21. The LEA has established and implemented a district-wide salary schedule; has a policy to ensure equivalence among schools in teachers, administrators, and other staff; and has a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (Section 1120A(c)(2)(i,ii,iii))

Suspension and Debarment

22. The LEA assures that neither it, nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any Federal department or agency. (34 CFR §85.225)

Title I, Part A General Assurances

23. Each LEA will use the results of the student academic assessments required under Section 1111(b)(3) to ensure that all students meet the State's proficient level of achievement. The LEA will ensure that the results from the academic assessments are provided to parents and teachers as soon as it is practically possible. (Section 1112(c)(1)(M,N))
24. Each LEA receiving Title I funds is allocating time and resources to facilitate, coordinate, and integrate services with the regular program for students most at risk of failing and who may be an English Learner (also known as LEP), Individuals with Special Needs, homeless, migrant, American Indian, and neglected and delinquent students along with other health and welfare agencies, if appropriate. (Section 1112(b)(1)(E)(ii))
25. School eligibility is determined by District wide criteria for Title I Section 1112(b)(1)(G).
26. Each Title I participant in a Targeted Assistance Program is identified as being most in need using consistently applied multiple objective educational criteria established by the LEA and supplemented by the school, except that children from preschool through grade two shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures. (Section 1115(b)(1,2,3))

27. The LEA will:

- a. If applicable use Title I, Part A as funds to provide early childhood development services to low income children and shall ensure that the services comply with the performance standards of Head Start, Reading First, Early Reading First, Even Start, and other Preschool programs. *(Section 1112(b)(1)(E)(i))*
- b. Work in conjunction with schools as the schools develop the schoolwide plans and implement SWP and Targeted Assistance programs. *(Section 1112(c)(1)(C))*
- c. Provide for services to current and eligible former students from migrant families. *(Section 1112(b)(1)(E)(ii))*
- d. Implement programs and early intervention for the educationally disadvantaged students based on scientifically based research. *(Section 1112(c)(1)(E,F)) (§1001(9))*
- e. Coordinate and collaborate as determined necessary with other agencies providing services to children, youth and families including health and social services. *(Section 1112(c)(1)(K))*
- f. Inform eligible schools and parents of schoolwide program authority. *(Section 1112(c)(1)(A))*
- g. Ensure that schools that operate schoolwide programs meet the Title I criteria. *(Section 1114)*
- h. Spend, at a minimum, a per child amount of the state and local funds, excluding amounts for state compensatory, as was present during the preceding fiscal year. *(Section 1120A(a))*

28. The LEA annually uses the State academic assessments and other indicators described in the State Plan to review the progress of each school receiving Title I funds to determine whether the school is making adequate yearly progress. The LEA shall identify for program improvement any elementary or secondary school that fails for 2 consecutive years, to make adequate yearly progress as defined in the State's plan. For schools that are targeted assistance, the LEA may choose to review the progress of only the students in the school who are served, or are eligible for services under this part before identifying the school for program improvement, corrective action or restructuring under Section 1116. For schools identified as program improvement, the LEA agrees to the following:

- a. Year 1: Not later than the first day of the school year following identification, provide all students enrolled in the school with the option to transfer to another public school served by the LEA, which may include a public charter school, that has not been identified for program improvement. The

LEA shall give priority to the lowest achieving children from low-income families. In addition, the LEA will:

- i. assist the school in revising the school plan that shall cover a two-year period and will set aside 10% of school funds for teacher and principal professional development for the duration of the time the school is in program improvement;
 - ii. ensure provision of specified technical assistance during the development and implementation of the school plan.
- b. Year 2: For a school that fails to make adequate yearly progress after the first year, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school and shall make supplemental educational services available.
 - c. Year 3: For a school that fails to make adequately yearly progress after two years in program improvement, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school; continue to provide supplemental services; and shall identify the school for corrective action and take at least one corrective action under clause (iv). The LEA shall publish and disseminate information regarding any corrective action taken. *(Section 1116(b)(7)(c))*
 - d. Year 4: For a school that after one year in corrective action fails to make adequate yearly progress, the LEA shall continue to provide all students enrolled in the school with the option to transfer to another public school in the district; continue to make supplemental services available; and shall prepare a plan for alternative governance arrangements for the school as indicated in Section 1116(b)(8)(B).
 - e. Year 5: For a school that after two years in corrective action fails to make adequate yearly progress, the LEA shall implement the alternative governance arrangement plan consistent with State law and with Section 1116(b)(8)(B).

For any case described for program improvement in years 1-4 above, the LEA shall provide or shall pay for the provision of transportation for the student to the public school the student attends. Unless a lesser amount is needed, the LEA shall spend an amount equal to 20% of its allocation under subpart 2 from which the agency shall spend:

- i. An amount equal to 5% to pay for transportation costs;
- ii. An amount equal to 5% to provide supplemental education services;
- iii. An amount equal to the remaining 10% for transportation or supplemental services or both as the agency determines.

In any case identified in years 1-4 above, if all public schools served by the LEA to which a student may transfer are identified as program improvement, the LEA shall to the extent practicable, establish a cooperative agreement with other LEAs in the area for transfer.

If any school identified for program improvement makes adequate yearly progress for two consecutive years, the LEA shall exit the school from program improvement upon notification by the State and shall no longer subject the school to the requirements of program improvement. (Section 1116(a)(1)(A), §1116(b)(1)(A), §1116(b)(1)(E), §1116(b)(3)(A), §1116(b)(4)(A), §1116(b)(5), §1116(b)(7)(C), §1116(b)(8)(A), §1116(b)(8)(B), §1116(b)(9), §1116(b)(10), §1116(b)(11), §1116(b)(12))

- 29. The LEA is maintaining fiscal efforts on behalf of eligible children to ensure that these funds supplement the regular program and not the local efforts to educate eligible children. (Section 6322(A), Section 1120(A)).
- 30. The LEA agrees to implement programs, activities, and procedures for the involvement of parents in programs assisted under and consistent with Title I Part A requirements. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each LEA shall develop jointly with, agree on with, and distribute to parents of participating children, a written parental involvement policy. The policy shall be incorporated into the LEA local plan and describe how the LEA will:
 - a. Involve parents in the joint development of the local plan and the process of school review for program improvement schools under Section 1116;
 - b. Help schools to plan and implement effective parental involvement activities to

improve student academic achievement and school performance;

- c. Build the schools' and parents' capacity for strong parental involvement;
 - d. Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
 - e. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
 - f. Involve parents in the activities of the Title I schools. (Section 1118(a)(2))
- 31. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
 - 32. To ensure effective involvement of parents each LEA shall provide:
 - a. Assistance to parents of children served by the school or LEA, in understanding topics such as the State's content standards and academic assessments, the parental involvement requirements of Section 1118, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - b. Training to teachers, counselors, principals and other staff in how to reach out to, communicate with, and work with parents as equal partner.
 - c. Ensure to the extent feasible, the coordination and integration of various parental involvement programs.
 - d. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
 - e. Other reasonable support for parental involvement activities as parents may request. (Section 1118(e)(1,2,3,4,5,14))
 - 33. The LEA may also involve parents in activities as specified in Section 1118(e)(6)-(13). In carrying out the parental involvement requirements the LEA, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 in format and, to the extent practicable, in a language such parents understand. (Section 1118(f))

34. No later than the beginning of the 2002-2003 school year, the LEA will present in an understandable and uniform format and language that the parents can understand, the Annual LEA Report Cards. (*Section 1111(h)(2)*)
35. The LEA shall provide high-quality professional development to enable teachers to become highly qualified and successful classroom teachers. (*Section 1119(a)(1)(B)*) The LEA shall develop strategies for providing professional development for paraprofessionals, parents and other staff. (*Section 1119(b-h)*)
36. Each LEA shall establish annual measurable objectives that include an annual increase in the percentage of highly qualified teachers at each LEA and school, to ensure that all teachers teaching in core academic subjects in each public elementary and secondary school are highly qualified not later than the end of the 2005-2006 school year. The LEA shall annually increase the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers. The LEA may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications. (*Section 1119(a)(2)(3)*)
37. Classroom teachers who are being assisted by instructional aides retain their responsibility for the instruction and supervision of the pupils in their charge.
38. All paraprofessionals hired after the date of enactment of the *No Child Left Behind Act of 2001* and working in a program supported with funds under Title I shall have: completed at least two years of study in an institution of higher education; obtained an associate's (or higher) degree; met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment; have knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. The LEA shall ensure that all paraprofessionals hired before the date of enactment of the *No Child Left Behind Act of 2001*, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c) New Paraprofessionals. (*Section 1119 (c) and (d)*)
39. A local education agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children and children in local institutions or community day school programs for neglected children. (*Section 1113(c)(3)(A-C)*)
40. The LEA has maintained fiscal effort - the combined fiscal effort per student or the aggregate expenditures of the LEA from State and local funds for free public education for the preceding year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding year. (*20 U.S.C. §8891*), (*PL 107-110, Title XIV. §14101 (10)*, and *§14501(a)*)
41. The LEA has developed and implemented procedures for compliance with the comparability requirements and the compliance documents are updated biannually. (*Section 1120A*)

Title I, Part A – Reference Section 1114(b) (Schoolwide Programs)

42. The school services an eligible school attendance area in which not less than 40 percent of the children are from low-income families. (*Section 1114(b)*)
43. The school has received high quality technical assistance and support from providers of assistance such as comprehensive technical center, regional laboratories, institutions of higher education, educational service agencies, or other local consortia. (*Section 1114(b)*)
44. A participating school shall use funds only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school. (*Section 1114(b)*)
45. A schoolwide program shall include these components:
- a. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in Sec. 1309(2)) that is based on information, which includes the achievement of children in relation to the State academic content standards, and the State student academic achievement standards described in Section 1111(b)(1)(A).
 - b. Schoolwide reform strategies that –
 - i. Provide opportunities for all children to meet the State's proficient and advanced levels of student performance described in Section 1111(b)(1)(D).
 - ii. Use effective methods of instructional strategies, that are based on scientifically based research, that:
 - 1. strengthen the core academic program in the school;
 - 2. increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and

- accelerated curriculum;
and
3. include strategies for meeting the educational needs of historically underserved populations;
 4. include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program which may include—
 - a. counseling, pupil services, and mentoring services;
 - b. college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 5. the integration of vocational and technical education; and address how the school will determine if such needs have been met; and
 - a. are consistent with, and are designed to implement, the State and local improvement plans, if any. (*Section 114(b)(1)(A) and (B)*)
- c. Instruction by highly qualified teachers. In accordance with Section 1119), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards. (*Section 1114(b)(1)(D)*)
- d. Strategies to attract highly qualified teachers to high-need schools. (*Section 1114(b)(1)(E)*)
 - e. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services. (*Section 1114(b)(1)(F)*)
 - f. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, to local elementary school programs. (*Section 114(b)(1)(G)*)
 - g. Measures to include teachers in the decisions regarding the use of assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. (*Section 114(b)(1)(H)*)
 - h. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (*Section 114(b)(1)(I)*)
 - i. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. (*Section 1114(b)(1)(J)*)
46. A participating school in consultation with the LEA and its technical assistance provider shall develop a comprehensive plan for reforming the total instructional program in the school. (*Section 1117*)
 47. The school maintains a schoolwide process of developing improvement plans that are broadly reflective of the socio-economic composition of the school attendance area, principals, teachers, other school personnel, parents, and members of the community in the development of school improvement plans (including taking into account the needs of migratory children as defined in section 1909(2)). The school plan describes improvement

efforts related to instruction, auxiliary services, school environment, and organization. (*Section 1114(b)(1)*)

Title I, Part A, Reference Section 1112(b)(1)

48. The LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 303(b)(2) of the National Assessment of Educational Progress Authorization Act. (*Section 1112(b)(1)(F)*)

Title I, Part A, Reference Section 1112(c)(1)

The LEA will:

49. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
50. Provide technical assistance and support to schoolwide programs;
51. 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 (AYP) toward meeting the State student academic achievement standards;
52. Fulfill such educational agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b) (which discuss corrective action or even restructuring of low-performing schools);
53. 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; additionally, the LEA authorizes participation in and Title I funds to be released for Cooperative projects and accepts administrative responsibility for the project or designates another LEA as the administrative and fiscal educational agency;
54. 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;
55. In the case of a 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; (*Section 1112(c)(1)(G)*)
56. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;

57. Comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
58. Inform eligible schools of the LEA'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;
59. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, 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 LEA in addressing major factors that have significantly affected student achievement at the school;
60. 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;
61. Use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the educational agency, to review annually the progress of each school served by the educational 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);
62. 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
63. Assist each school served by the educational agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D).

Title I, Part A

(Education of Homeless Children and Youth)

64. The LEA will reserve Title I, Part A funds to provide comparable services to homeless children to ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. (*Section 1113(c)(3)(A)*)
65. LEAs need to satisfy the requirements of this section and coordinate with the McKinney-Vento Homeless Assistance Act. (*Section 1111(a)(1)*)

66. LEAs in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. (*PL 107-110, §722(g)(J)(i)*)
67. LEAs will designate an appropriate staff person, as a LEA liaison for homeless children and youths, to ensure equal access to the same free, appropriate public education. (*PL 107-110, §722(g)(J)(ii)*)
68. LEAs will adopt policies and practices to ensure that transportation is provided to homeless children and youths, at the request of the parent or guardian, to and from the school of origin. (*PL 107-110, §722(g)(J)(iii)*)
75. Public school personnel providing services to private school students are not involved in the internal administration of the private schools nor are private school personnel given any control or authority over the internal decisions of the public school district's implementation of Title I programs for private school students. (*Section 1120(c)(1)-(3)*); (*34 CFR 200.50*)
76. LEAs receiving reimbursement for capital expenses under ESEA Title I will use such funds to serve eligible children in public and private schools who were adversely effected by the LEA's expenditure of these funds. (*Section 1120(e)(B)(3),(4)*); (*34 CFR 200.58*)

Title I, Part A

Private Non-Profit School Participation

69. The LEA shall, after timely and meaningful consultation with appropriate private school officials, provide to those children and their teachers or other educational personnel, on an equitable basis, special education services or other benefits that address their needs under the following programs:
 - a. Title I, Part A
 - b. Title II, Part A and D
 - c. Title III, Part A
 - d. Title IV, Part B
70. Educational services for private school children, teachers and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner. (*PL 107-110, §9501(a)(3)*)

Title I, Part A

Participation of Private Non-Profit School Students

71. The LEA will provide services to eligible children attending private elementary and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services. (*Section 1112(c)(1)(F)*)
72. Title I services for private school students are on an equitable basis with public school students, taking into account the number of students served and the special educational needs of such students. The expenditures are equal to the per pupil expenditures of the public schools. (*Section 1120(a)*)
73. Private school representative(s) were consulted by public school officials during the planning of the compensatory education program regarding selection of participants, identification of needs, provision of services, program evaluation, capital expenses reimbursement, and preparation of the application. (*Section 1120; 34 CFR 200.51*)
74. The selection criteria for private school participants are the same as those for public school participants. (*Section 1120(b)(1)(A-E)*); (*34 CFR 200.31*)

77. Title I services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological. (*Section 1120(a)(2)*)
78. The LEA maintains and will provide upon request to the State educational agency a written affirmation signed by officials of each participating private school that the consultation required by Section 1120(b) of the *No Child Left Behind (NCLB) Act of 2001* has occurred. (*Section 1120(b)*)

Title I, Part A and Part D

Neglected or Delinquent Students Program

79. An LEA, serves each student who has been identified for funding purposes from 5 to 17 years of age and in a local neglected or delinquent institution program for a minimum of 20 hours per week. (*Section 1412(a)(1)(A)(ii)*)
80. The needs of students are assessed upon enrollment and periodically thereafter, to identify students at risk of failing to meet State standards. Assessment results for students are on file at each participating site and/or custodial agency. (*Section 1112(b)(1), §1416, §1431*)

Title II, Part A, Reference Section 2122(b)

The LEA will:

81. Target funds to schools within the jurisdiction of the local educational agency that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under Section 1116(b);
82. Comply with Section 9501 (regarding participation by private school children and teachers).
83. The LEA conducted a comprehensive and collaborative needs assessment that involved teachers, paraprofessionals, principals, parents and other relevant school personnel. The results are used to create a plan that increases the number of highly qualified teachers in every classroom in core academic subjects, increase the percentage of teachers participating in high quality professional development including training on effective instructional strategies, and in use of State academic content standards and assessments. (*Section 2122(c)*)

84. The LEA developed a plan for the use of Title II, Part A funds based on the needs assessment and that the plan demonstrates the integration of other relevant Federal, State and local program funds. *(Section 2122(b)(1)(B)(3)(4))*
85. The LEA developed and incorporated in their plan an assessment that provides for annual yearly progress that objectively measures the impact of authorized activities such as professional development, teacher and principal incentives, class size reduction, recruitment and training of teachers, and how it results in significantly closing the achievement gap of low-income and minority students from other students. *(Section 1119(b)(1)(A))*
86. The LEA plan, and authorized activities, gives priority of resources for professional development and authorized activities to teachers in low-performing schools. *(Section 2122(3)(c))*
87. The LEA will use funds to meet the requirements contained in Title II, Part A, and all other applicable provisions of the ESEA Reauthorization of 2001 and will submit necessary documentation of compliance with requirements upon request. *(Section 2121)*
88. The LEA assures that neither it, nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any Federal department or agency. *(34 CFR 85.225)*

Title IV, Part A, Reference Section 4114(d)

The LEA will:

89. Fund activities or programs that comply with the principles of effectiveness described in Section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
90. Use funds under this subpart (Title IV, Part A) to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
91. That the LEA is in compliance with the State law required by subsection (b) 107. requiring LEAs to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of LEAs in that State, except that such State law shall allow the chief administering officer of an LEA to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing. *(Section 4141(b)(1))*

The following people have read the above assurances and will adhere to them for the implementation of the federal programs included in this application. The signatures below indicate approval of the expenditures and assurances described, including the budget pages:

Required Signatures:

Scott Cantrell

Superintendent (Typed Name and Signature)

Date

E-mail address

Barry Thompson

LEA Board President (Typed Name and Signature)

Date

E-mail address

Brian Jernigan

Title I Director/Coordinator (Typed Name and Signature)

Date

E-mail address

MISSISSIPPI CONSOLIDATED APPLICATION CONTENTS
ESEA Goals, ESEA Indicators, State Performance Targets

Accountability, especially as it is reflected in student achievement results, drives the consolidated application’s contents. The following Elementary and Secondary Education Act (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.

The Mississippi Department of Education adopts the following five goals and the corresponding indicators and agrees to submit targets and baseline data related to the goals and indicators identified in the application. The Mississippi Department of Education must report performance targets for each indicator and baseline data for the targets to the United States Department of Education (USDE) as a part of the Consolidated State Performance Report. Please see the USDE Accountability Workbook: Mississippi for Reading/Language Arts (page 27) and Mathematics (page 31) for Annual Measureable Objectives at the link below:

http://orshome.mde.k12.ms.us/ors/accountability/2008/Accountability_Workbook_MS_Revised_8A.doc

Performance Goals and Indicators
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.
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.
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) of the ESEA).
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).)
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.
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.
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.

Section II: Local Education Agency (LEA) Title I Plan

The descriptions should be specific and written in a manner that the users of the plan (LEA and school personnel, parents, as well as MDE and federal monitors) are able to understand, implement, and monitor the LEA's Title I plan.

A. **Describe** student academic assessments, if any, that are in addition to the state required academic assessments used: *(Section 1112(b)(1)(A)(i)(ii)(iii)(iv))*

A.1 to determine the success of children in meeting the State student academic achievement standards, and to provide progress toward meeting the State student standards;

A.2 to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students served with Title I, Part A funds to meet State student achievement academic standards and do well in the local curriculum;

A.3 to determine what revisions are needed to projects funded with Title I, Part A funds so that children meet the State student academic achievement standards; and

A.4 to identify 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.

Currently, MCSD is using Fountas and Pinnell Benchmark Assessment for students in grades k-2. In addition, we will use a student skill practice called Study Island in grades 3-8 as well as a progress monitoring system for grades 3-8 called Progress Zone. We will also use the state developed Universal Screener for K-3 with district allocations as a formal assessment in addition to our previously mentioned benchmark screeners as well as USA Test Prep pre/post test for each subject area in grades 9-12. Each grading period or sooner, teachers review the information to determine how instruction needs to change in order to meet specific needs of struggling learners. The teacher, principal and other cohorts give input with interventions. In reading for k-2, specifically, if a student is identified as still struggling, they will then be assessed using the Leveled Literacy Intervention piece of our broad reading initiative. From here, they are referred to our LLI specialist to work in this program until success is achieved. This program is intensive and is designed to move students to grade level within 8 weeks. For students in grades 3-8, they are provided strategies for specific sub skills using teacher made skill sets as well as Study Island. Reports from this software provides teachers with specific information on how the students are performing as they work toward mastering required skills.

Our district implements a school-wide plan and utilizes additional student assessments such as STAR reading and math diagnostics, Earobics to further instruct students identified as having continued difficulty in reading, E-Z Test Tracker Software to monitor previous MCT and SATP scores. We also use a program called Student Support Network that focuses on the monitoring and implementation of our TST process in which the tier interventions of RTI are utilized to ensure accurate and timely identification of students who may be at risk.

Further, we initiate parent interviews, calls, and letters as well as soliciting teacher input in collaboration with our Teacher Support Team to closely identify and monitor student performance in the regular education

programs as well as special education programs. All of this is done in addition to teacher-made tests, daily grades, and state required tests.

- B. **Describe** how additional educational assistance will be provided to individual students assessed as needing help in meeting the State standards. (*Section 1112(b)(1)(C)*)

In order to address the Performance Goal I as defined by ESEA, MCSD will utilize the Teacher Support Team along with the classroom teachers and principals in developing interventions for individual students that need additional assistance as evidenced by class performance, benchmark levels, and state test results. Once the referral is made by the teacher no later than the first grading period, the team will meet as needed while following the state guidelines. The team works with the teacher in the development and review of interventions for students who are struggling. For IEP students that are not meeting state standards, the IEP committee, and special education director will re-evaluate strategies and make additional adjustments as need indicates. A cooperative effort between SPED and Federal programs will assist in increasing student achievement. In addition, MCSD utilizes Study Island program and USA Test Prep that provides differentiated instruction for grades 3-12 tested subject areas. Further, teachers will be available for students after-school, during break, and during planning time as needed to provide individual assistance. Depending upon the availability of funds, we will offer stipends to teachers for after-school tutoring enabling teachers to provide objective-specific instruction on the areas needed, and provide tutors during the day to work school-wide with targeted students/groups both in class and pull out. As funding is available, we will secure teacher assistants as well as CSR teachers for elementary classrooms thereby providing additional assistance. Further, we will utilize funds to provide additional instructional materials for math and reading teachers to provide instruction to students (those scoring minimal and basic on the state tests). Since we are school wide, we have implemented interactive instructional boards as well as additional computers in selected classrooms that will stimulate more interactive learning not only for targeted low achievers, but for all students. We have utilized parent communication software that allows each school to keep the parents informed about discipline of their child, weekly posting of grades, and call notifications on all upcoming events. This proves to increase parent capacity and student engagement. Lastly, as funding is available, we will continue to target large classes to provide CSR teachers in order to create a more productive environment for teachers to give more one to one instruction to all students, but especially the students needing extra support.

- C. **Describe** how the district will coordinate programs under Title I, Part A and Title II to provide professional development for teachers and principals, and if appropriate, pupil services personnel, administrators, parents, and other staff, including local LEA level staff. (*Sections 1118 & 1119*) (*Section 1112(b)(1)(D)*)

In addition to district wide professional development to meet targeted goals as evidenced by the comprehensive needs assessment, each school will provide site-based professional development that is aligned with the district professional development policy and directed by the priority of needs in the SWP.

Priorities evidenced by a comprehensive needs assessment will be addressed during these professional development sessions. Funds from Title I, Title II, and district funds will be utilized to provide on-site training as well as qualifying out of district workshops. The goal of MCSD is to hire individuals who are Highly Qualified. In the event that someone may not be H.Q., we will utilize appropriate funds and provide training to become H.Q. MCSD will designate funds to assist with fees of advanced placement certification as well as necessary expenses (subs, travel, dues, etc) to ensure teachers remain highly qualified.

For each professional development workshop completed on campus, teachers are required to utilize the evaluation form for the administrators for feedback on the effectiveness of the training. In addition, when teachers participate in out of district training, they are required to evaluate and complete an implementation form for the principals and district. The district plans to utilize a combination Title I, Title II, and district funds as needed to provide substitutes teachers when the regular classroom teacher attends a full day or more of professional development. Further, title funds will be utilized to provide training for directors, principals, and at times, the superintendent as allowable by USDE for specific improvement of all related academics impacting student achievement.

In addition, building level administrators and the title director will be offered opportunities participate in various leadership skills trainings provided on-site via consultants/consortium trainers, out of district professional develop as well as on site and off site sessions on instructional leadership as it relates to Reading, Math, SATP, and other achievement strategies in order to gain the necessary skills to facilitate change and support. In coordination, Title II funds will, at times, be used to supplement professional development expenses for leadership teams to participate in professional development related to State and NCLB requirements and curricular activities that may include principals, lead teachers, (at times) superintendent, and district staff.

D. **Describe** how the district will coordinate and integrate services provided with other educational services such as:

D.1 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

D.2 Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Monroe County has very few students that are served by formal daycare centers. However, MCSD has partnered with the Gilmore Foundation to ensure that students within our community daycares will be instructed by qualified daycare workers. In addition, our schools plan to provide identified upcoming kindergarten students a “needed skills” list via daycares, community stores, and current siblings. Further, each school will provide the opportunity for local daycares to have an orientation/registration before entering Kindergarten. Further, the district will work closely with the foundation to provide professional development three times per year to the center teachers and directors on quality instruction while kindergarten teachers participate and provide additional support. Within each school, principals will coordinate transition procedures for students moving from 6th grade to the high school. Students begin changing classes as early as 3rd grade in order to become accustomed to the change.

To help meet the needs of limited English students, Indian Children or migratory students, MCSD would follow the board policy. As a School Wide Plan School, each school will provide communication to parents in their native language as well as English as needed. Once identified by the enrollment form or referral, students will be assessed by the state instrument and provided learning strategies based on the results of the WIDA scores. If MCSD enrolls any suspected migrant students, we will partner with Mississippi State University to

assess and provide necessary accommodations. For students who may become homeless, MCSD would solicit local church support, Community support organization such as loving hands, United Way, and Gilmore Foundation as well as utilizing federal funds to meet necessary needs. The identification of the students would begin at enrollment, or teacher referral to the TST or Local Survey Committee. To meet the needs of students with disabilities, we utilize full-time speech pathologists, nurses, occupational therapists; provide handicap transportation and network with the Mississippi School for the Blind. Combining federal, district, and Sped funds are beneficial in assisting with these services.

MCSD does not have a local detention facility. In the event that we have delinquents, we would cooperate with the facility by designating a contact person to work with the facility teacher in meeting the needs of the student by developing an individual learning plan. MCSD will work with the facility to ensure the eligible student(s) have all needed materials. In addition, MCSD will cooperate with the facility and the family with transitions back to the home campus. This is in summary of MCSD's Neglected/Delinquent Policy.

Currently, MCSD has less than 1% of its students identified as homeless. However, the district has a plan to provide appropriate educational services for homeless children. The process begins with enrollment, teacher observation of currently enrolled students and referrals to the principal and the counselor for further investigation and needs assessment. Once identified, an individualized assistance plan will be developed and shared with the student, parent(s), and teacher in order to make instructional provisions necessary for the student to effectively achieve.

In addition, principals, counselors, and district staff inform teachers on the process of identifying and assisting with needs of such students.

E. **Describe** the poverty criteria that will be used to select school attendance areas by indicating the source of data and the method of collection. If school(s) eligible for services are bypassed then, they must submit along with the CFPA, documentation that meets the requirements of *Section 1113(b)(1)(D)(i)(ii)(iii)*.

Free and Reduced lunch information was obtained (March 2010) for each school in the district from the Food Service Director using F/R forms. Enrollment was obtained the same time using reports from MSIS. Title I allocations were divided by this total amount. The schools were ranked in order of free and reduced rate to help determine the per pupil amount to be multiplied by total free and reduced population. MCSD will not offer pre-K programs, a cooperative program, private schools, or delinquent facilities with title I funds.

MCSD will not by pass in schools. All schools are Title I, School-Wide and will receive services accordingly.

F. **Describe** the schoolwide and/or targeted assistance programs to be conducted in the LEA's schools 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. (*Section 1112(b)(1)(H)and (I)*) and (*Sections 1114 & 1115*)

MCSD implements three (SWP's) under the supervision of the school principals, program chairperson, and the federal programs director. Each plan is developed through coordinated efforts of the principal, chairperson, and committee which is made up of school staff, parents, and community stakeholders. Each plan addresses Reading, Language Arts, Writing, and Math as well as other subjects in which students may be struggling. These plans are developed and revised each year by the committee. They are approved by the federal programs director with guidance from the review instrument. The SWP's are available at each site and the superintendent's office. MCSD currently does not have any institutions or day programs located within the school district.

G. **Describe** how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I. *(Section 1112(b)(1)(J))*

MCS D uses a school-wide plan that is available to all enrolled students. The district will provide appropriate services to all children, including any enrolled migrant children. Staff will be provided the necessary training to ensure needs are being met. The process will begin with identification of a migrant student by enrollment forms. MSU will assist in the identification criteria. Once identified by the home-language survey and parent interview, the school will work with MSU and parents in developing appropriate services and accommodations for the eligible students. MCS D will use translation.com to assist with providing communication to any identified family that does not speak English. Student achievement will be closely monitored as with any student and additional instructional support will be provided.

H. **Describe** how the LEA will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start. *(Section 112(b)(1)(K))*

MCS D does not provide a pre-k program due to limited space and unavailable structures outside the school campuses. However, MCS D has partnered with the Gilmore Foundation to ensure that students within our community daycares will be instructed by qualified daycare workers. In addition, our schools plan to provide identified upcoming kindergarten students a “needed skills” list via daycares, community stores, and current siblings. Further, each school will provide the opportunity for local daycares to have an orientation/registration before entering Kindergarten. In addition, MCS D reserves a day without K students for parents and daycares to visit teachers and register without interruptions. Further, the district will work closely with the foundation to provide professional development three times per year to the center teachers and directors on quality instruction while kindergarten teachers participate and provide additional support.

I. **Describe** actions the LEA will take to assist its low-achieving schools identified under Section 1116 as in need of improvement. *(Section 1112(b)(1)(L))*

MCS D has not identified any schools designated as low achieving. If a school was identified, a review of test scores of each subgroup that led to the status of improvement would occur. Intensified instruction in the areas of weakness would be provided by additional resources, SES, and additional staff. In addition, professional development for teachers and administrators would be offered both in district and out of district. MCS D would seek professional organizations to assist in further analyzing and implementing current instructional strategies for the identified subgroup. MCS D also reviews test scores and AYP. In the event that this goal is not met, we plan to focus efforts to those specific students in their specific areas of need to provide intense instruction to assist with academic growth; therefore, increasing the achievement of the “school”.

J. **Describe** how the LEA plans to implement, if necessary, public school choice and supplemental education services (SES). *(Section 1112(b)(1)(M))*

Currently MCS D has an open enrollment policy. Any student can attend a school out of their zone if enrollment is made before school begins and there is sufficient space. The parents are currently responsible for transportation of any students attending school outside their residence zone. However, if we were to go into improvement and have to offer additional public choice, we would notify the parents of the schools in improvement and inform them of the

school they could transfer to within the district. We could also notify the principal of the receiving school to monitor the space available. Parents would understand that moving was an option. If parents chose not to provide transportation to the receiving school, MCSD would allocate funds (no more than 20%) to assist with this cost. In regards to SES, we would offer this to those low-income students who failed to meet the AYP within specific subgroups as well as other students as requested. MCSD would provide names of approved SES and arrange a review of the service providers and be prepared to enter into an agreement of the selected SES. MCSD would monitor the implementation and evaluate all services provided.

K. **Describe** the steps the LEA has taken or will take to ensure that all teachers and paraprofessionals are highly qualified. *(Section 1119) and (Section 1112(b)(1)(N))*

MCSD strives to ensure that all staff hired are highly qualified for the position in which they teach. Vacancies are listed with the Mississippi Teacher's Center as well as advertised locally. Once applications are received, MCSD utilizes a custom access database in which all qualified applicants are listed by endorsement. Next, a copy of all qualified applicants are provided to provide principals with the names of all applicants who has proper endorsements. In the event that MCSD has to hire a non-highly qualified person for a core subject, while working with the Teacher Center, we will immediately implement a plan for them to become highly qualified. A coordination of funds from Title I and Title II will be utilized to assist the staff with required tests, certification fees, and/ or course work as necessary to meet the status of being highly qualified.

L. **Describe** your LEA's policy on how it will provide services to homeless children including funds reserved to provide services comparable to homeless children who do not attend participating Title I schools including related support services to children in shelters and other locations where children may live. *(Section 1112(b)(1)(O)) (1113(c)(3)(A))*

The district has a policy to provide appropriate educational services for homeless children. The process begins with teacher observation, a review of the application for enrollment, a referral to the school counselor (school homeless liaison) or the LSC person in which serves to determine special needs and special education eligibility. In addition, administration will inform teachers on the process of identifying such students. Once identified, the school liaison will contact the parents to assess any needs. From there, the district liaison will be contacted and an individualized instructional plan will be developed with parents and staff in order to make instructional provisions necessary for the student to effectively achieve. Schools would partner with United Way, Helping Hands, Salvation Army, local churches and utilize the school nurse program to meet medical needs. Students will not be denied enrollment due to homelessness. Federal funds may be used to help provide needed school supplies and attire.

M. **Describe** how the LEA uses funds under Title I to support after school, before school, and summer school programs. *(Section 1112(b)(1)(Q))*

MCSD plans to use title I funds, as available, to provide tutoring to students during the day who need additional instructional support as identified through class grades, state test results, and teacher referral. In addition, title funds will be used to provide after-school tutoring to high school students that are identified as needing additional instructions to increase achievement on the SATP state tests. Priority will be given to those identified as struggling/low performing but will be available to all students since we are a School-Wide district.

N. **Describe** the identified needs, including the baseline data, which will be addressed through Title I, Part A funds.

MCS D teachers, principals, and school support teams, and district level staff review data of students including over all grade level scores as well as specific sub-skill deficiency using benchmark levels for reading, Star Tests, final grades and state test data. According to 2008-2009 MCT2 and SATP State test scores of students in the state tested grades, the district had 44% of students including IEP scoring basic and below in Language Arts and needs to be reduced in all tested grades. This reduction in basic and below will cause an increase of the avg. number of students in proficient and advance as well as increasing our QDI. Data from the state writing scores 2007-2008_ (each school's average of 2.1 out of 4.0) also indicates a need for increased writing scores in the assessed grades. The target goal is to achieve a mean score above the state average. Further, the test scores revealed that the state tested grades scoring basic and below in math needs to be reduced in all grades, and especially in grades 4-7 within the district; 40% of students tested scored basic or below. This will cause an increase of the avg. number of students scoring proficient or advanced as well as increasing our QDI and meeting/exceeding the target AMO goals. In terms of parent involvement, meetings as well as recent surveys indicate that 61% of our parents request to be contacted by phone on upcoming events, functions, and student conduct.

O. **Describe** the strategies and/or actions for meeting each identified performance goal and indicator that the LEA will be using with Title I, Part A funds.

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.

For grades K-2, guided reading will be implemented. These grades will utilize target benchmarks for each grade in which students will be instructed to achieve. MCS D will utilize Fountas and Pinnell benchmark assessments, leveled books, and necessary supplies to attain the identified goal. Title I, Part A and ARRA, and district funds will be used to continue to support these teachers and students with leveled books, professional development (in-district and out of district) in order to build a solid reading foundation utilizing a researched-based, proven strategy. Additionally, CSR teachers will continue to play a vital role in quality instruction in our elementary grades as well as additional teachers assistants as funding allows. For grades 3-12, MCS D will implement various instructional methods adopted from Strategies That Work. These grades will participate in "strategic teaching" methods to increase reading comprehension and writing skills across the content areas. MCS D will seek various professionals and organizations to provide in district and out of district professional development to support the instructional staff as they implement the identified strategies. Various (web-based) instructional software, curriculum and equipment will be purchased for grades 3-12 in order to provide additional differentiated and multi-sensory practice for students to increase Language, English, math and writing achievement. In addition, part-time tutors will be provided for each school to give more one-on-one instruction for students that have scored minimum or basic on state test as well as those who may be in Tier 2 with RTI, and/or struggling as measured by teachers and our universal screenings. Additionally, subject area teachers will be paid a stipend to provide after-school tutoring for students needing additional support for subject area testing. In terms of parental involvement, each school will provide reviews of the achievement and expectations of each student. Parent conferences as well as educational sessions will be provided for parents to gain a better understanding of how they can help foster student achievement. MCS D will continue with the parent notification system to increase parent communication.

Performance indicator 1.1 and 1.2 will be the identified targets by reviewing MCT2 scores, Writing scores, SATP scores, and Universal Screener growth data. Further, staff needs assessments will be compared over multiple years to determine if the identified needs have been addressed. In addition, the number of students reaching the designated reading benchmarks for each grade K-2 will be measured over multiple years as this process is constantly refined.

Title I, Part A - Parental Involvement

MUST BE FULLY completed.

1. An LEA must reserve funds for parental involvement activities for parents of private school children who participate in Title I, Part A activities from the amount the LEA has reserved for parental involvement. These funds must be reserved by the LEA before any allocation of funds to its respective school attendance areas and schools. The amount of funds reserved for these activities must be proportionate to the number of private school children from low-income families residing in participating public school attendance areas. Please **describe** the process used to determine the set aside amount for **private schools, if applicable**. (*Sections 200.65 and 200.77 of the Title I Regulations*)

The local private school has elected not to participate in any title programs.

2. Section 1118(a)(3)(A) requires an LEA to reserve not less than one percent of its Title I, Part A allocation to carry out parental involvement programs, activities, and procedures. This requirement does not apply if one percent of such allocation is \$5,000 or less. Section 1118(a)(3)(B) requires LEAs to involve parents in the decisions regarding how funds reserved under Section 1118(a)(3)(A) are allotted for parental involvement activities. **Describe** how the school has involved parents in the decisions regarding how funds reserved under Section 1118(a)(3)(A) are allotted for parental involvement activities.

MCSDD normally is not required to set aside 1% of funds for parent involvement since we receive less than \$500,000. However, MCSDD does set aside an adequate amount. An amount is set-aside at the district level on a per pupil basis that benefits all schools. MCSDD has involved parents and parent representatives through the Parent Advisory Committee and the School Improvement Team as well as annual meetings to gain input with the process of allocating funds for parent involvement. The school level committee has met with the PAC multiple times, held at least two community-wide meetings to solicit input from parents using forms to complete, in addition to conducting an online survey asking for input on the programs and activities in which they would like to become involved. Based upon the survey results, 61% stated they wish to be contacted by phone in regards to events, students, and other relevant information.

3. Please **describe** the strategies and programs the **LEA and schools** use to implement effective parental involvement in programs assisted under Title I, Part A as required in Section 1118. ***(Attach copies of LEA's Parental Involvement Policy)***

The Monroe County School District has an established district policy and each school has developed a plan for parental involvement. This policy along with the school plans are to encourage community and parent participation in the local school system in order to utilize talents, abilities, and resources in improving the quality of education and to create an active partnership with the school and the parents.

The specific goals for Parental Involvement are as follows:

- ❑ To involve parents in the joint development of a plan and process of school review and improvement;
- ❑ To build the schools' and parents' capacity for strong parental involvement through an open and positive working environment.
- ❑ To consistently and effectively communicate (including alternate language formats) with parents concerning (but not limited to) the following issues: state and local academic content and achievement standards as well as academic assessment requirements; federal, state, and local programs that directly involve student involvement and benefit; a
- ❑ To provide parents with printed materials on how to monitor a child's progress and work related to class work and standardized testing. Additionally, parents will be encouraged to attend established meetings (at alternate times) to explain the information to ensure complete understanding and support of student achievement.
- ❑ To conduct an annual evaluation of the effectiveness of the parental involvement policy;

Individual school activities for parental involvement are coordinated and implemented according to the above outlined district policies/objectives. These activities include parent nights, orientation nights, Open House, MCT2 review night, SATP review night, school plays, PTO meetings, Curricular reviews, etc... MCSD has continually increased parent participation through the use of our Parent Call software. In the past, letters/invitations about meetings and events sent home were rarely being given to parents. Lastly, MCSD will conduct an annual review of Federal Program Services with parents in addition to a survey for feedback. A Parent Advisory Council consisting of parent representatives from each school is involved in the development, revision, and review of policies and plans throughout the district. The PAC is involved in the data review, budget review, and allocation of funded services. MCSD constantly strives to keep parents informed and to solicit input on how we can better serve them and their children.

**Title I, Part A - Parental Involvement
Entire Reserved Amount**

To be completed by LEAs who have private schools and/or reserve over the obligated 1%

Name of LEA Monroe County School District

Entire Reserved Amount \$6,280

(See Reservation of Funds Worksheet item 4 column 4)

Section 1118(a)(3)(C) of ESEA

	Proposed Activities	Description of Activity	Amount of Reservation
Private Reservation	Parental Involvement Activities for Private School Children	NA	0
	Other Proposed Activities	NA	0
LEA Level Parental Involvement	LEA Parental Involvement Activities	Parent notification system for (Hamilton \$1,148), (Hatley \$1,606), (Smithville \$1,024)	\$3,778
		Additional amount for notification for parents (Hamilton \$396, Hatley \$553, Smithville \$353)	\$1,302
	Family Literacy and Parenting Skills		
	Parental Involvement Activities for School Improvement (only for LEA with schools that have been identified for		
	95% of 1% Allocated to Schools		
	Other Proposed Expenditures	PAC meeting supplies and refreshments to review and evaluate SWP and other relevant data, parent refreshments, parent program brochures (Hamilton=365, Hatley=510, Smithville=325)	\$1,200
	Other Proposed Expenditures		
	Other Proposed Expenditures		
Total	Must equal <u>entire</u> Title I, Part A Parental Involvement reservation:		\$6,280

**Title I, Part A - Parental Involvement
1% Reservation Only
To be completed by ALL LEAs**

Name of LEA Monroe County School District

LEA 1% Obligation NOT MANDANTORY (\$3,778)
(See Reservation of Funds Worksheet item 4 column 4)

LEA 1% Obligation less Private School Portion 0

Public Schools' Portion: \$3,778
This amount must be 95% of the LEAs obligated (1%) reservation.

LEAs' Portion: 0 (ALL TO SCHOOL)
This amount may be 5% of the LEAs obligated (1%) reservation.

Section 1118(a)(3)(C) of ESEA

	Proposed Activities	Description of activity	Amount of Reservation
LEAs Portion up to 5%	LEA Parental Involvement Activities		
	Other Proposed Activities		
Schools Portion 95%	Family Literacy and Parenting Skills		
	Parental Involvement Activities for School Improvement (only for LEA with schools that have been identified for improvement)		
	95% of 1% Allocated to Schools *100% WILL BE GIVEN TO SCHOOLS PER PUPIL	Parent notification system for (Hamilton \$1,148), (Hatley \$1,606), (Smithville \$1,024)	\$3,778
	Other Proposed Activities		
	Other Proposed Activities		
	Other Proposed Activities		
	Other Proposed Activities		
Total	Must equal Title I, Part A Parental Involvement 1% reservation obligation:		\$3,778

PRIVATE/NON-PUBLIC SCHOOL PARTICIPATION FORM 2010-2011

Section 1120(b) of the *No Child Left Behind Act* and Section 200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decisions that affect the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act. In addition, LEAs shall continue consultation throughout the implementation and assessment of activities under this section. This form should be completed by the public school officials and presented to private/non-public school officials for documenting *Timely and Meaningful Consultation*. The private school administrator is required to sign this form. The Needs Assessment/Program Planning and Program Timelines are additional recommended documents for LEAs with participating private/non-public schools. These documents can be located at http://www.mde.k12.ms.us/innovative_support/TitleBasic_private_school.html. Please note: **All LEAs are required to obtain counts for private/non-public school students from low-income families as of April 30 annually.**

The following topics must be discussed during the ongoing consultation process:

- how the LEA will identify the needs of eligible private school children;
- what services the LEA will offer to eligible private school children;
- how and when the LEA will make decisions about the delivery of services;
- how, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- how the LEA will assess academically, the services eligible private school children receive in accordance with §200.10 and how the LEA will use the results of that assessment to improve Title I services;
- the size and scope of the equitable services that the LEA will provide to eligible private school children and in accordance with §200.64, and the process used to proportion the funds and determine the amount of funds that will be allocated to provide these services;
- the method or sources of best available data that the LEA and the private school officials will use under §200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas;
- the equitable services the LEA will provide to teachers and families of participating private school children;
- the provision of a copy of the Title I application to private school officials, if requested;
- if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private school with the reasons, in writing, as to why the LEA chooses not to use a contractor.

Participation Information *(Check the appropriate box.)*

	Title I, A Basic	Title II, A Teacher Quality	Title III English Language Learners	Other: Please List E2T2
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
(Or) Declining Services	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> No

Name of Public School Official		Name of Private School Administrator	
SEE ORIGINAL DOCUMENTS			
Public School Official Signature	Date Signed	Private School Administrator Signature	Date Signed

SEE ORIGINAL DOCUMENTS		SEE ORIGINAL DOCUMENTS	SEE ORIGINAL
Local Educational Agency (LEA)		Private School Name	

**Title I Plan
Districtwide
BUDGET NARRATIVE - **SAMPLE****

District: _____

Indicate the use of funds.

The following categories should be used: Supplies, Travel, Contractual, Salaries/Benefits, Administration, Equipment, and other. Use the description column to detail the computations used to arrive at the total amount indicated for each category. This information should include a detailed description of the costs and a clear, concise description of the computations used to arrive at the total amounts indicated. A sample budget is provided below:

CATEGORY	AMOUNT	DESCRIPTION
SUPPLIES	\$2,000.00	Paper
TRAVEL	\$15,000.00	National Title I Conf. = \$5000.00 Travel for Reading and Math Professional Development = \$10,000.00
CONTRACTUAL	\$50,000.00	Contract with MECE (Math Professional Development) = \$50,000.00
SALARIES / BENEFITS	\$434,000.00	7 Remedial Reading Teachers = \$266,000.00 12 Paraprofessionals = \$168,000.00
ADMINISTRATION	\$60,000.00	1 Director Salary
EQUIPMENT	\$50,000.00	30 Desktop Computers = 30,000.00 20 Desktop Printers = 20,000.00
OTHER		
TOTAL	\$611,000.00	

Title I Plan Districtwide BUDGET NARRATIVE

District: Monroe County School District

Indicate the use of funds.

The following categories should be used: Supplies, Travel, Contractual, Salaries/Benefits, Administration, Equipment, and Other. Use the description column to detail the computations used to arrive at the total amount indicated for each category. This information should include a detailed description of the costs and a clear, concise description of the computations used to arrive at the total amounts indicated. A sample budget is provided on the previous page. ***Expenditures should reflect cost at the district level only.***

CATEGORY	AMOUNT	DESCRIPTION
SUPPLIES	\$31,604.05	MCT2 Prep software; SATP prep software; instructional supplies for reading, language and math; Parent Involvement supplies
TRAVEL	\$1,356	Federal Program training, partial NAFPD fees, and other professional development activities/needs to meet NCLB requirements
CONTRACTUAL	\$6,830	Parent notification system; Test tracking web-based services;
SALARIES / BENEFITS	\$296,862	6 CSR teachers (salaries/benefits), 1 paraprofessional, 3 part-time tutors (coded 1250), 12 teacher –tutor stipends (coded 1260), sub. Pay for p.d. needs
ADMINISTRATION	\$74,209	Director Salary and benefits
EQUIPMENT	\$12,168	Teacher PC, Interactive boards- multi-sensory instructional aids, district admin equipment
OTHER	\$3,917	Dues and Fees for H.Q. attainment,
	\$590.00	Dues and Fees for Core course professional dev., admin dues and fees

Title I, Part A, Neglected Activities and Expenditures

An LEA that receives Title I, Part A funds for Neglected children must provide services to children that reside in their Local attendance area and are defined as “neglected.” If applicable, each LEA must provide below specific descriptions and costs of proposed activities in the following approved categories as defined by *Section 1112(b)(1)(E)(ii)* and *Section 1424*.

Allowable Category	Proposed Activity	Cost
Tutoring Activities	NA	0
Alcohol and Drug Counseling		0
Evaluation of health and social services designed to improve the likelihood that at-risk students will complete their education		0
Special activities to meet the unique needs of participating students (i.e. Speech Therapist, and/or Anger Management)		0
Activities for mentoring and peer mediation		0
Career Counseling		0
Supplies and Materials		0
Other (please describe)		0
TOTAL MUST EQUAL Allocation for Neglected Services: <i>(The Neglected allocation is a portion of the total Title I, Part A allocation)</i>		0

Title II, Part A – Teacher and Principal Training and Recruiting

MUST BE FULLY completed.

(A response is required to each item whether or not Title II, Part A funds are used to implement the activity. Use additional sheet(s) if necessary)

1. Provide a **descriptive** summary of your comprehensive needs assessment highlighting leading factors surrounding professional development activities and the need for class size reduction teachers. (*Section 2122(b)(8)*)

Needs Assessment FY 2010-2011: A formal needs assessment survey was conducted in February 2010. The results of this survey as well as data analysis of projected enrollments from the principals, teacher input, standardized test scores, MSIS attendance and discipline reports were all considered in identifying class-size reduction. Based on the data collected from administration ,enrollment projections, and a district-wide focus on intensifying instruction within elementary grades, portions of Title 2 will be used for class-size reduction teachers to help reduce the ratios to further enable strategic teaching. The salaries of these teachers will be paid out of title II and in case of reduction in Title II funding, the district is prepared to assume portions of the benefits for the employees.

Professional development activities will be dictated by the needs assessment and the district-wide Reading initiative. Over the past couple of years, MCSD has researched, visited other districts, attended research-based programs, and has identified specific needs through staff input that reading, language, and mathematics will be the primary focus of professional development. Specifically, subskill reports and teacher input have identified the following areas as a need for further professional development: Guided Reading focus in lower elementary grades to ensure that all students are on grade level by 3rd grade, create more of a reading focus in all subject areas, increase teacher toolkit of strategies in math concepts, increase teacher understanding of DOK levels of questions, differentiated instruction, additional training on how to work with special needs and at-risk students,

2. **Describe** the activities to be carried out and how they are aligned with challenging state standards. (*Section 2122(b)(1)(A)(i)*)

Description of activities: Professional Development activities will be primarily comprised of in-district and out-of-district workshops or training sessions relative to curriculum and instructional needs, security and safety issues, etc. as evidenced by the CNA and district goals. In addition, the following goals are integral to professional development activities: 4.) Providing an opportunity for teams to meet to discuss student achievement as it relates to the subject of reading, math and subject areas. In-district personnel as well as MDE, NMEC and other professional consultants will be utilized in facilitating and delivering the activities specifically related to Guided Reading, Strategic Reading across the curriculum, Differentiated instruction, DOK, and math instructional strategies. Registration fees, travel reimbursements, consultation fees, supplies, substitutes, as needed, and other pertinent expenses will be incurred as part of the professional development activities.

Alignment with State Standards: The school district curriculum is taken from the most updated Mississippi Frameworks and is aligned with the state learning standards. The textbook and supplemental curriculum series are aligned to the standards. Teachers' instruction is directly based on the state performance objectives. The staff will continue to work on and focus the teachers' lessons to make sure

they are aligned with the performance descriptors in reading, math and science. Grades K-6 have developed pacing guides for reading/Language and math aligning with the state benchmarks. All professional development activities will specifically focus on correlating instructional strategies with the state curriculum frameworks as well as testing benchmarks for both state and national assessments (MCT2, SATP, NAEP, ACT). Likewise, training and professional consultation will be directed toward technology standards for teachers and administrators as well as developing career skills in students as based on the 21st Century Redesign for High Schools.

3. Provide a **description** of how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement. *(Section 2122(b)(1)(B))*

Planned professional development activities are based upon previous test scores and input from staff. The goal is to provide professional development programs that will impact student achievement in measures that are evident to the department of education, parents, teachers, students and staff. Sample of research includes: 1.) Strategies That Work 2.) Research based math and reading curriculum (Accelerated Reading & Math; Buckle Down; Textbook series correlates, Guided Reading Process, etc.) 3.) What Works Clearing House recommendations 4.) Research/observe practices of other districts that have been successful. It is our intent to increase student achievement by implementing these “research/evidenced based” processes. MCSD will be in our second year of utilizing an MDE trained Mentor Teacher Program for any new teachers hired. This will have a positive impact on student achievement as the new teacher is guided by a veteran teacher.

4. Provide a **description** of how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. *(Section 2122(b)(2))*

The primary activities of our Title II funds will be for class size reduction and professional development activities (as funds are available). The combination of these two areas will serve the following measurable purposes:

I. Reducing the student teacher ratio allows the student to receive the following but not limited to:

- Increase the implementation of cooperative learning;
- Increase more opportunities for immediate assessment tools (quizzes, verbal assessment, class group discussions)
- Increase more opportunities for classroom participation (individual and group presentations).

II. Providing professional development opportunities to all faculty and staff so the following is achieved but not limited to:

- Faculty and staff will attend professional development opportunities;
- 100% of all activities are directly associated with improving academic learning of all students (subgroups and general groups of student demographics)
- Faculties will demonstrate participation in activities aimed at improving their specific classroom instruction and impact on student learning (to be monitored by school-level administrators).
- Student achievement, or the lack thereof should drive professional development strategies

5. **Describe** how the LEA will coordinate professional development activities authorized under Title II, Part A with professional development activities provided through other Federal, State, and local programs. *(Section 2122(b)(4))*

MCS D will use multiple fund sources (Title I Part A, II, Sped., local district funds) that will help correlate training for teachers, assistant teachers and administrators, and (at times) supplement of the superintendent professional development as part of a district-wide leadership team as allowable by Title II funds. The staff development training will focus on instruments/strategies such as reading comprehension, content comprehension, math strategies that work, Differentiated instruction, etc... that teachers/admin can use to provide services and interventions for many students in one setting. The coordinated funds will assist MCS D with providing training for teachers enabling them to teach strategies that will serve students who qualify for multiple education programs (homeless, special education, migrant, ESL, etc.) as well as providing training to help teachers develop strategies that can assist them in increasing academic achievement levels for students. Appropriate staff development will produce confidence and awareness for these issues that can come up in the classroom.

6. Provide a **description** of the professional development activities that will be made available to teachers and principals under Title II, Part A and how the LEA will ensure that the professional development needs of teachers and principals will be met using the Title II, Part A funds. *(Section 2122(b)(5))*

A formal needs assessment survey was conducted February 2010. The results of this survey as well as data analysis of standardized test scores, input from administrators and teachers, SAM6i attendance and discipline reports, and recommendations of follow-up for parents were prominent indicators. All activities are developed and implemented based on these indicators as well as district-wide goals. Once needs are identified, activities are strategically implemented to address priority needs. Consequently, indicators of success are then determined by analysis of test scores, screener results (rate of increase or decrease in performance percentages at proficient and above), student academic achievement in relative grades or subjects (increased performance by target groups), and positive feedback from parents, teachers, administrators, and paraprofessionals.

The district will provide funding (as available) from Title II to provide certified staff with multiple and varied professional development opportunities related to district goals and objectives as well as address the professional development needs. Funding will include:

- specialist fees for in-district activities,
- materials and supplies for in-district workshops for faculty and/or parents,
- materials and resources for parental involvement issues,
- reimbursement for out-of-district costs—mileage, hotel, registration, and
- substitute pay (as needed and available).

The district will ensure that the needs are relevantly and continuously met by:

- evaluating each in-district activity in terms of relevance and continuation of similar activities as measured by the principal;
- requiring follow-up activities for out-of-district activity to provide opportunity for sharing of information with peer teachers; and completion of required implementation plans
- providing formative and summative evaluation opportunities of the overall PD plan/activities.

7. **Describe** how funds under Title II, Part A will be integrated with funds received under Title II, Part D (E2D2) that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. *(Section 2122(b)(6))*

The objective of MCSD's professional development plan and technology plan is to train and support teachers in areas that will help all students learn through computers and through the Internet. Selected teachers will be trained on effective technology based curriculum and online resources via MECA and will return to provide on site training and support to colleagues and students. Title II-D funds, will help support the benchmarks and objectives of MCSD's professional development and technology plan. The benchmark and Objectives included in the Professional Development Plan will insure that: 1.) All teachers will have the training and support they need to help all students learn through computers and through the internet. 2.) All teachers and students will have computers in their classrooms. 3.) Every classroom will be connected to the internet. 4.) Effective and engaging software/hardware and online resources will be an integral part of every school curriculum. MCSD evaluates the effectiveness of its technology program based on student, staff, and administrative feedback.

8. **Describe** how the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be carried out under Title II, Part A and in the preparation of the application. *(Section 2122(b)(7))*

All activities are developed and implemented based on indicators of need (test scores, needs assessments, professional input, and parental feedback). Each school, with the assistance of the LEA has the task of forming a school improvement team (principal, staff, students, PAC) and evaluating the results of test scores and needs assessment data and results. Once needs are identified, activities are strategically implemented to address each specific need. All stakeholders are given opportunities to provide input on the application and plans through the school improvement team/PAC meetings as well as school-wide meetings at each school. Consequently, indicators of success are then determined by analysis of test scores (rate of increase or decrease in performance percentages at proficient and above), student academic achievement in relative grades or subjects (increased performance by target groups), and positive feedback from parents, teachers, administrators, and paraprofessionals. Further, parents, staff, principals, and community members are provided additional opportunities to review and provide feedback before submission to the school board.

9. Provide a **description** of how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency: improve student behavior in the classroom and identify early and appropriate interventions to help students learn; involve parents in their child's education; and understand and use data and assessments to improve classroom practices and student learning. *(Section 2122(b)(9)(A)(B)(C)(D))*

Training will be planned and implemented with regard to enabling teachers to identify and address needs of students with different learning styles (special learning needs and learning disabilities). Based on the most recent survey, staff has indicated further training on differentiated instruction as well as children with special needs (ADD, ADHD). These topics as well as assistance in behavior modification as needed, and how to analyze student assessment data to improve instruction and when to refer for additional support. Furthermore, the district will plan and implement specific trainings on the topics of ELL as the need arises. Specifically, in-service workshops facilitated by knowledgeable individuals and consultants will be utilized in providing the

training to staff. As workshops/training sessions are provided by regional service centers and/or universities, teachers and administrators will be able to attend these as well. Teachers are responsible for demonstrating participation in such related professional development and for demonstrating the associated skills and knowledge in the classroom context in relation to their specific needs. Professional Development will be site-based, needs-based, and monitored by the principal, superintendent and the Federal Programs Coordinator.

10. Provide a **description** of how the LEA will use Title II, Part A funds to meet the requirements of Section 1119 qualifications for teachers and paraprofessionals. (*Section 2122(b)(10)*)

Monroe County School District will offer support as well as various methods of training to ensure regular certified teachers, any emergency certified teachers, and paraprofessionals receive high quality professional development opportunities as well as the full certification necessary to meet federal regulations. Professional development will focus on continuing to upgrade instructional and interpersonal skills in order to enrich both teacher and student achievement. All newly hired employees (certified and paraprofessionals) will have met requirements set forth by the NCLB (No Child Left Behind) legislation upon beginning actual employment for each school year. Title II funds, as available will assist teachers in becoming highly qualified in needed AP courses and other core courses if a re-assignment to a subject is needed. Paraprofessionals within the district will be provided with extensive opportunities to meet the federal requirements expected as well as intensive training as it relates to the district and school goals of student instruction. All credentials of paraprofessionals will be analyzed to determine the needed objectives to ensure that each has met the federal regulatory requirements. (Currently, all paraprofessionals hold the required credentials). 99% of certified staff are highly qualified.

Title II funds along with other federal and local funds will be used to pay any requested costs of state tests required to maintain H.Q. status. These funds will be used to assist with professional development opportunities that provide CEU's to maintain current H.Q. status. In addition, funds will be used (as available) to assist with costs of any new endorsements as needed due to any reassignments of staff to an area in which they do not hold proper endorsements. New teachers will be continually supported using TI and T2 funds for various training opportunities.

Date of Submission: ___ / ___ / ___ /
Effective Date of the Transfer: ___ / ___ / ___ /

LEA Transferability Authority
For State Formula Grants under
Title II, Part A and Title II, Part D
of the Elementary And Secondary Education Act
as amended by the

No Child Left Behind Act of 2001

Name of Local Educational Agency (LEA) submitting this notice:

Address:

Person to contact about this notice:

Name:

Telephone:

Fax:

e-mail:

Programs from which funds will be transferred and to which the funds will be transferred:

Please check one:

From: ___ Title II, Part A

To: ___ Title I, Part A ___ Title II, Part D

Amount of funds to be transferred:

\$

Federal fiscal year of transferred funds:

Please circle one:

FY 09 10 11

MDE Approval _____ Date _____