

**Calhoun County Schools
Local Educational Agency Plan
2015-16**

**TO HELP LOW-ACHIEVING CHILDREN MEET CHALLENGING
ACHIEVEMENT ACADEMIC STANDARDS, EACH LOCAL
EDUCATIONAL AGENCY PLAN SHALL INCLUDE:**

(A) A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 111(b)(3), that the local educational agency and schools served under this part will use-

- To determine the success of children served under this part in meeting the state student academic achievement standards,
- To provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in Section 111(b)(1)(D)(ii)*;
Student testing data is analyzed to identify performance influences that need improvement. Home reporting of student progress is an on-going activity with progress reports, report cards, parent conferences, and the signed return of student performance activities. Other informative activities include open houses, parent training, parenting activities and PTO meetings. School wide performance indicators are correlated with the State's student performance standards as determined by the SDE using ACT ASPIRE, Formative Assessments, Work Keys and ACT Plus Writing. Schools, continually assess student performance through various reading and math inventories.
- **To assist in diagnosis, teaching, and learning in the classroom in ways that best enables low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum;**
All Title I students in grades K-12 receive frequent reading assessments through reading inventories and administration of Scantron, DIBELS and STAR. Teachers are trained in the research-based ARI and AMSTI teaching model.
- **To determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards;**

Each school has a Continuous Improvement Planning Team that is staffed by school personnel, parents, administrators, community leaders, service providers, and Title I staff. This team is responsible for initial school wide planning and meets regularly to review new data, monitor program implementations, and adjust program components to insure that Title I children meet the State's student performance standards.

- **To identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under Section 1208.**

State performance data and formative assessment data is used to identify students who are academically at-risk. Further identification is achieved through administering reading inventories, subjective observations, formative assessments, and Stride Academy and STAR.

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

<u>Indicator</u>	<u>District Indicators of Success</u>	<u>Goal</u>
ACT ASPIRE	For schools having grades K-8	Will meet or exceed state assessment standards.
STAR/Stride	K-8	To have 80% of students reach benchmarks on Formative Assessments in Reading and Math
ACT w/ Writing, Work Keys, Scantron 9-12		

Note: Additional indicators are used to better identify areas of student weakness, not for school improvement identification.

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

Students identified as at-risk of not meeting the state's challenging student academic achievement standards will be given supplemental reading and math instruction through research-proven methodologies. Reading Interventionists assist teachers in providing tutoring for students. Reading coaches provide teachers and interventionist with information about scientifically research based programs and strategies that have been proven to improve student achievement. Reading Interventionists also provide some Tier 3 instruction. Supplemental assistance will also be provided through extended-day tutorial activities

and extended-year instruction. The Math Coach will provide teachers strategies for those at-risk students in the area of Math. The coach will also model and develop PD for teachers in the area of Math.

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

All Title I professional development activities are correlated to each school's needs and planned through the staff development director that collaborates all activities and resources through Title II initiatives. Appropriate staff development is selected to support those activities described by each school's Continuous Improvement Plan (School wide). District-wide staff development, provided through Title II funded Professional Development Specialists, is offered in support of those initiatives that are more global in nature. Title I classified staff is included in all activities. Appropriate staff development is selected to support those activities described by each school's Continuous Improvement Plan and the district objectives for highly qualified staff. Technology training is provided in support of approved software programs and will be a major area of PD for our teachers. This data was gathered from our needs assessments.

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

- 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
- Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, and Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase

program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Administrators, staff, and parents personally involved with the special needs and disabilities, and student welfare are instrumental in developing the local educational master plan for instruction. A similar grouping is instrumental in the development of each school's Continuous Improvement (School wide) Plan. All planning teams consider the needs and services available from outside sources.

Title I set-aside resources are used to supplement support, (where applicable), for children with Limited English Proficiency, children with disabilities, homeless children, and immigrant children. Collaboration with ELL staff ensures that duplication and fragmentation is eliminated. Special services are also provided through extended-day and extended-year programs.

Children with special needs receive supplemental assistance through Title I by removing any reasonable obstacles that inhibit full inclusion into Title I activities. This process is accomplished through consultation with non-Title I personnel best able to assess the needs to Title I children with special needs. Additional Title I support is made available through set-aside resources for eligible children when other means of support have been exhausted.

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

When our district is selected to participate in the NAEP assessment, we follow the guidelines given to us by the department of education.

(G) A description of the poverty criteria that will be used to select school attendance areas under Section 1113.

The Attendance Report and the Child Nutrition Program report on the 20th day following Labor Day are used to select the attendance areas under Section 1113. Only those schools with a 35% level of poverty or higher are considered as eligible for services.

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

All of our Title I schools are School-wide. All students are served.

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

All elementary schools in Calhoun County are School-wide Title I schools. All students receive Title I services. Calhoun County has a district-wide initiative that places one Reading Interventionist in each Title I school. Title I Facilitators are paid from local Title I allocations.

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

All children in Title I schools are provided equal services. This would include migratory children. Children of migrant families who exhibit language difficulties would be provided additional language building skills through the services of ELL teachers.

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

At this time there are no preschool programs such as Early Reading First, Head Start, or Even Start. Weaver Elementary and Alexandria Elementary have a preschool program for developmentally delayed children and normally developing children. Ohatchee Elementary and Saks Elementary

have preschool programs funded by a grant. These programs are not funded by Title I funds.

(L) A description of the actions the local educational agency will take to assist its low-achievement schools identified under Section 1116 as in need of improvement.

If needed the LEA will provide:

- *Technical assistance in reviewing performance data;*
- *Technical assistance in reviewing and rewriting program interventions;*
- *Fiscal assistance in support of curriculum coaches;*
- *Fiscal assistance and placement priority to promote a highly qualified staff;*
- *Technical assistance in school improvement planning;*
- *Technical assistance in data correlation and analysis;*
- *Extended-day and extended-year programs for students;*
- *Expanded communication between school, parents, and the community;*
- *Transportation for school choice;*
- *Technical assistance in fund management;*
- *Priority assistance in staff and administration staff development;*
- *Expanded administrative support; and*
- *Support for other administrative or academic needs as they are identified.*

(M) A description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of Section 1116.

If needed the LEA will:

- *Review the identification data;*
- *The Board and the Superintendent will be notified;*
- *Schools will be notified and acceptable transfer sites will be identified;*
- *Parents and the public will be notified of school choice;*
- *Request for transfers will be processed and staff adjustments will be made if necessary;*
- *Transportation will be arranged and Choice will be implemented*

(N) A description of how the local educational agency will meet the requirements of Section 1119.

Qualification of prospective employees will be closely reviewed and documented to ensure that required qualifications are met. Current employees not meeting the new requirements of being highly qualified will be notified that they must meet the requirements within the specified time. Services and programs will be designed and implemented to assist these persons in meeting employment requirements if they choose to do so. Collaboration of resources from Title II, Title I, and special state funds will be used to ensure that all staff is highly qualified. Currently all teachers in our Title I Schools are highly qualified.

(O) A description of the services the local educational agency will provide homeless children, including services provided with funds reserved under Section 1113©(3)(A)

Students who are deemed homeless shall be enrolled in accordance with the provisions of the McKinney Homeless Assistance Act. Enrollment of a student shall not be denied or delayed due to any reason related to homelessness. Homeless children will attend Title I schools within the attendance area. Children attending these schools will receive the services available to students of those schools including extended-day instruction.

(P) A description of the strategy the local educational agency will use to implement effective parental involvement under Section 1118.

In order to help the parents in this school system we provide workshops, materials, and other training opportunities using a variety of delivery systems to support reading and math. Our Parent Involvement Specialist will provide parent training sessions in all Title I schools that will assist parents in working with their children. In providing this training, parents will be able to ensure that their children are meeting the academic areas of proficiency. A designated place in the Calhoun County Schools Resource Center contains the “Parent Resource Corner.” Many supplies, books, games, activities can be checked out by parents for their use.

(Q) A description of the process/procedures the LEA uses to ensure the implementation of the Parents Right -to-Know provisions under Section 1111(h)(6), Section 1112(g), and Section 3302?

At this time, all Title I schools have 100% highly qualified teachers. The Parent Right –to-know is posted in the Calhoun County Student Handbook, copies are placed at each school for parents, and if a teacher was not highly qualified, the parents would receive a letter stating that fact.

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

After-school and extended school-year programs may be offered at some Title I schools for academically at-risk students. Summer programs are offered at Alexandria Elementary, Pleasant Valley, Weaver Elementary, Wellborn High and Wellborn Elementary.