

**Title I Local Education Plan  
for  
Colbert County School System**

***Every Student Succeeds Act of 2015***

***Revised for 2016-2017***



***LEA Approved***

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***Dr. Gale D. Satchel***  
***Superintendent of Education***

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***Date***

***School Board Approval***

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***Date***

**Documentation of Process Employed in Development:**

The Advisory Committee discussed the revision of the Title I Plan at its annual meeting, May 13, 2016. The present Consolidated Plan for Colbert County had been reviewed in the past by several of the members. The Pre-K programs and all of the programs in place for K-12 students were discussed. The testing program was presented. Parents were interested in learning more about the Homeless Youth and Children program. Committee members were made aware of how the results are reported to the parents. The committee gave the Federal Programs Director the power to proceed with the application process and make any necessary changes without reconvening. The continuous improvement planning process and development of plan included meetings with superintendent, principals, teachers, and parents.

**Documentation of Written SDE or Consultant Approval of Plan:**

Federal Programs Annual Advisory Council approved the plan on May 13, 2016.

**Communication documents, agenda, minutes/notes of meetings and sign-in sheets:**

Minutes of the annual meeting are available. The minutes for the discussion of the Title I Plan are available for review.

**Procedures and Practices are in place for disseminating individual student assessment results to teachers and parents:**

Test results come to Colbert County Board of Education's Central Office. The System Testing Coordinator distributes the results to the principal at each school. The (counselor) building testing coordinator gives a copy of the results to the parents either when the parents come to the parent/teacher conference day, by mail for the younger children or to the child to take home to the parents. A copy of all results becomes a part of the student's cumulative file. Teachers are allowed to review the results of the students in order to make appropriate plans for student achievement. Copies of the results are in the counselors' offices. The elementary supervisor reviews the group results with principals in order to plan for curriculum and instruction revisions.

(A) Description of high-quality student academic assessments by the Colbert County Board of Education in all Title I schools

1. Assessment for Migrant and Homeless – (1) Database used to trace and assess services, (2) Needs assessment and continuous contact.
2. Grades K-2 – DIBELS is an instructional tool used by the Alabama Reading Initiative in grades K-2.

3. Study Island – Computer based program for students struggling in and reading.
4. Destination Reading - K-6-Intervention for struggling readers.
5. Destination Math – Intervention for struggling math students.
6. Reading and math subtests are administered with the ACT Aspire. Science is given in grade 5. The results are used for determining student achievement and for instructional planning.
7. Grades K-6– Special Education Tests: DAB-3, WIAT II, SB-V, Vineland II, UNIT, Vision and Hear screening, WJ III, Conners 3, RIAS, ADDS, and GARS, are some of the assessments to determine special education placement and achievement.
8. Grades 4-6 – Scott Foresman unit tests from textbooks in all CORE subjects are used by all CORE teachers to determine student’s achievement.
9. EL students – Students who have English as a second language are assessed with ACCESS (WIDA). The proficiency indicated by this assessment is used to design a program to accommodate the deficiencies the student may indicate.
10. Global Scholar: Performance Series – 2-12 grades-
  - a. Reading, math, and language arts.
    - a. Computer-based testing that assesses a student’s individual instructional level to track progress within and across school years.

### **Determine Success of Children**

The interpretive, descriptive, and diagnostic results of the assessments listed above along with the State Assessments required for our children are analyzed by performance standards and proficiency standards required by grade level by the state department.

### **Provide Information to Teachers, Parents, and Students on Progress**

Test results are made available to teachers, parents, and students via interpretive, descriptive, and diagnostic reports in timely manner. Results are provided to administrators prior to the beginning of school and are used in work shops to determine strengths and weakness in order to begin school and are ready to help those students who are in need of assistance. Results are discussed, explained, and presented in an acceptable format, easily understandable at parent/teacher conferences. If parents do not come for conferences, the results are sent home by the students.

### **Assist in Diagnosis, Teaching, and Learning**

Disaggregated data allows us to compare students by race, English proficiency, migrant, disabilities, and economically disadvantaged to non-disabled and non-disadvantaged and minority and non-minority students. Every competency measured on the assessments is carefully analyzed to determine the weaknesses and strengths. These measures are used to help our teachers plan curriculum and instruction.

### **Determine Revisions to Projects**

The assessments enable itemized score analyses to be produced and reported to school personnel, parents, and students, and by using these reports, school administrators along with teachers are able to make revisions to teaching methods, curriculum, and instruction. Our schools have been involved in school reform and research-based models to improve student achievement in all CORE subjects. All of our Title I schools are ARI schools. Our test scores are very valuable in determining revisions to our curriculum and instruction.

### **Identify Students at Risk for Reading Failure**

School employees are very conscious of the importance of reading in the curriculum and of every student being able to read by third grade. Great emphasis is being put on reading in the Colbert County School System. All assessments are analyzed for reading competencies and students who are at risk of failing to read on grade level are identified for extra assistance.

### **Classroom-based Instruction Reading Assessment**

DIBELS Oral Reading Fluency is a standardized, individually administered test of accuracy and fluency. It is a standardized, individually administered measure of phonological awareness that assesses a child's ability to recognize and produce the initial sound in an orally present word.

***(B) At the Colbert County School System's discretion, 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.***

1. The number of teachers and paraprofessionals who become highly qualified is another indicator used to determine our success as a school system.
2. ACT Aspire grades 3-6 scores are used to determine the success and achievement of our students. We also use

- Performance Series testing Fall, Winter and Spring in Reading and Math for grades 2-6.
3. The attendance rate at each school-wide program is a measure of success by our school system. Our attendance rate is 95%.
  4. The attendance rate among staff is a measure of success by our school system.
  5. The number of teachers who become nationally board certified is an indication of success by our system. Currently, we have two teachers who are nationally board certified.
  6. Professional development activities by our administrators, teachers, and support staffs provide for measures of success.
  7. Providing a summer enrichment program for our students is a measure of success.
  8. Two teacher units, funded by the LEA, at the Alternative school for at risk students is an indication of the success of our system.
  9. Educate Alabama results are an indication of the success of our system.
  10. Parent participation rate is an indication of the success of our system.
  11. Prevalence of “at-risk” factors among students is an indication of the success of our system.
  12. In-school and out of school suspensions is an indication of the success of our system.

***(C) Description of how the Colbert County School System will provide additional assistance to individual students assessed as needing help in meeting the state’s challenging student academic achievement standards***

1. Individual tutoring by certified teachers and/or highly qualified paraprofessionals is available for homeless, migrant, and EL students who are failing or at risk of failing.
2. Individual remediation is available by certified teachers for students who do not benchmark on DIBELS. This remediation is provided by At-risk and local funding.
3. Computer labs, equipped with research-based software, are used for tutoring and remediation. Printouts of the students’ achievement are provided to the teachers and parents. EL students also receive support from the EL instructor, who speaks the language.
4. EL students and families are offered instruction in language domains.

5. EL families are provided with support (such as interpreters, health records, and adult opportunities to learn English) as needed to help them assist their children to be successful in school.
6. Parents of all children are encouraged to become a part of their child's educational process and parental involvement activities are promoted at each school.
7. Additional teachers are employed using local, Title I and Title II funds to reduce the class size in our schools.
8. Competencies not mastered by all students are analyzed by teachers and administrators. When there are a significant number of students who do not master the competencies, curriculum and instruction are reviewed to see if revisions need to be made at the system level.

***(D) Description of the strategies the school system will use to coordinate Title I programs with Title II and other funds to provide professional development for all schools staffs.***

Title I, Title I-N/D, Title II, Title III (state allocation), Title VI, Homeless Children and Youth grant, local, State Professional Development, Career/Technical, Office of School Readiness and IDEA funds are used to provide professional development activities for principals, teachers, and support personnel. Our needs assessment drives our professional development activities. A professional development plan is designed by a coordinated effort for the school system and submitted to the State Department.

All Title I staff professional development activities are correlated to each school's needs. Sessions are planned at the school level, at the department level, and through a professional development director, collaborating all activities and resources through Title II and state initiatives. Appropriate staff development is selected to support those activities described by each school's continuous improvement plan. District-wide professional development, provided through Title II, is offered in support of those initiatives that are more inclusive in nature.

Principals, teachers, and support staff receive training in parental involvement activities. Educational personnel are encouraged to provide assistance to parents of Title I students in understanding: the State's academic content standards and students academic achievement standards, State and local academic assessments, the requirements for graduation from high school, and promotion standards of the local school system. School personnel are also encouraged to work with parents on monitoring a child's progress

and helping parents to learn to help their children improve their achievement. Title I schools will provide materials and training to help parents work with their children to improve their children's achievement and foster parental involvement.

Professional development activities will educate educational personnel about the importance of parents in the school process and of the valuable contributions of parents. Teachers will be encouraged to communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

There are no Title I schools on priority status; therefore, no funds have been aside from the LEA's total allocation.

Funds will be used to ensure that information related to school and parent programs, meetings, and other activities is sent to the parents in a language that parents can understand. Parents will be encouraged to enhance the involvement of other parents.

Supervisors attend state department professional development training and return to the local system and train teachers and paraprofessionals.

Professional development activities will be sponsored using the funds listed above to provide high quality activities for principals, teachers, and support personnel. The Colbert County School System has a Highly Qualified Plan in place. The Colbert County School System will make every effort to employ highly qualified individuals. The paraprofessionals have taken and made the required score on the ACT WorkKeys Assessment. We have 100% highly qualified teachers and paraprofessionals at the elementary Title I schools and non-Title I high schools.

Professional development activities will be developed and conducted in accordance with the local professional development plan. Through substantial and ongoing professional development, teachers will be enabled to improve their skills, resulting in a higher quality of instruction. Improved instruction results in increased student achievement.

To ensure that meaningful professional development occurs, programs will be designed to address identified needs. Test data, and the trends noted, serve as indicators of strengths and weaknesses in student performance as well as in instruction. This information will provide a basis for in-service training. Also, the

in-service center's needs assessment, school improvement plans, and teacher surveys will be used to determine professional development needs.

### **Professional Development Plan for Federal Funds**

Professional development activities under Section 1119 of Title I will:

- ◆ Support instructional practices that are geared to challenging State content standards and create a school environment conducive to high achievement in the academic subjects and increase student achievement.
- ◆ Support LEA Title I plans and continuous improvement plans
- ◆ Include strategies for developing curricula and teaching methods that integrate academic and career/technical instruction (including applied learning and team teaching) if an LEA determines such strategies are appropriate.
- ◆ Include strategies for identifying and eliminating gender and racial bias in instructional materials, methods, and practices.

The overall goal of the Professional Development Program is to provide sustained high-quality professional development activities that will result in improvement in instruction. Improved instruction will enable all children to increase achievement. The entire professional development program will focus on promoting expectations for all students to achieve high-content standards. This goal will be accomplished in part by providing school personnel with opportunities to participate in professional development activities that will foster improvement in instruction. Effective professional development will be provided partially by Title I, Title I-Part D, Title VI, and Title II funds.

### **The specific goals of the Professional Development Program include:**

1. aligning professional development with state content and student performance standards
2. providing sustained, intensive, and high-quality professional development that has a lasting impact on instruction
3. supporting systematic reform by utilizing all resources to provide professional development

The professional development program will be based on a comprehensive needs assessment. Sources of needs assessment include test data, grades, promotion data, teacher surveys, administrator evaluations of teacher, and teacher self-evaluations. In-depth analyses of Aspire-grades 3-6, DIBELS-grades K-2, Alabama Science Assessment-grade 5, Performance Series/Global Scholar-grades 2-6, curriculum grades, and promotion data will serve as indicators of specific needs both at the school and system level.

To address needs, a number of strategies will be implemented. School faculties will meet on a regular basis for planned programs. Each school's departmental group will reflect identified needs. Possible topics for study include, but are not limited to the following: analysis and interpretation of test data; review of curriculum plans; review of CIP plans, walk-throughs, cross-grade-level discussions to promote continuity and coordination; development of specific curricula; utilization of technology to improve instruction; reports from conference participants, and presentation of teaching strategies to meet diverse student needs.

Teachers will be encouraged to visit other classrooms that are noted for quality instruction to gain new ideas for teaching. Release time and travel reimbursement will be provided to give teachers opportunities to participate in conferences and workshops that are conducted by professional organizations or universities. Such conferences include, but are not limited to, the Alabama Educational Technology Conference, MEGA conference, Fall and Spring Federal Program Conference, CLAS sponsored conferences, AMSTI, Office of School Readiness sponsored workshops, and the Alabama Kindergarten Conference. Participation in other workshops and in-service programs provided by the University of North Alabama In-Service Center, the State Department of Education, and other agencies will be encouraged. All participants in these professional activities will share with colleagues the information gained.

In addition to activities at the individual schools, system level programs will involve personnel from all schools. The primary focus of these programs will be curriculum development and planning, enhancing student achievement, empowering teacher engagement, and implementation of technology.

Professional development activities must meet the following criteria:

1. relative to challenging content and student performance standards
2. reflect recent research on teaching and learning
3. include effective strategies for meeting the needs of historically underserved populations
4. contribute to continuous improvement throughout the school
5. include strong academic content and pedagogical elements
6. be of sufficient duration to have a positive and lasting impact on teacher performance

Title I funds will be used to provide opportunities to learn new techniques and strategies which will lead to greater success for students to meet state standards. Title II funds will be used to provide training for all teachers to utilize technology and to acquire teaching methods that will encourage students to develop complex thinking skills and problem-solving skills. Funds may be used to provide training or staff to implement drug and violence prevention programs. In addition, other available local, state, and federal funds will be used to fund the professional development program. A number of opportunities for professional development are provided by the State Department of Education, the University of North Alabama In-Service Center, and local In-Service funds.

At each school, the Federal Programs committee will be responsible for evaluating each request for Title I, Title II, and Title I-N/D professional development. However, teacher surveys and questionnaires will be used to evaluate the effectiveness of the activities. The state-defined domains will serve as the criteria by which the professional development program will be judged.

#### Paraprofessionals and Professional Development

The paraprofessional will do the following:

- ◆ Possess the knowledge and skills sufficient to assist participating children in meeting the state's performance standards.
- ◆ Have completed at least two (2) years of study at an institution of higher education or obtained an associate's (or higher) degree.
- ◆ Be under the direct supervision of a teacher who has primary responsibility for providing instructional services to participating children.

The LEA will include paraprofessionals in professional development activities, if feasible.

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

The Colbert County School System is fortunate to have excellent pre-kindergarten programs. Our Pre-K program is sponsored by the Office of School Readiness program for four-year olds. We have Pre-K classes located at elementary schools throughout the county: Cherokee, Colbert Heights and Leighton Elementary schools. The researched-based curriculum is The Creative Curriculum. These students are followed by the educational personnel who work in the program to determine their success while they are in Pre-K, as well as kindergarten. Our children are taken to their schools, prior to the beginning of school, to tour the schools and meet their teachers. Parents are given assistance in getting the children enrolled in school. Some of them need assistance with immunization records, etc. We provide assistance with the process of enrolling into school.

The system also coordinates a full range of services to special needs, homeless and migrant, children in private and church-based preschools, home based activities, child centers, Head Start or other programs offered throughout the community where children may attend as needs demonstrate. Education services will be coordinated and integrated to improve student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication, and reduce fragmentation of services. At each school, funds from all sources will be used to implement the overall continuous improvement plan.

Cooperation and coordination between the Colbert County Pre-Kindergarten programs, local Head Start programs, and daycares are maintained. Periodically, teachers meet to discuss curriculum and effective transition from pre-school to elementary school. Each spring, the elementary schools conduct orientation and visitation programs for those students who pre-register for Pre-Kindergarten and Kindergarten.

Title I funds provide academic programs to assist students in meeting state standards. Title I services will be coordinated with other educational services to insure that the needs of students are met, while at the same time avoiding duplication of services. Special education students are eligible for Title I services on the same basis as other students. Since all five elementary schools are school-wide, Title I services are considered beneficial for every student. Through collaborative planning at the school level, services for children with Limited-English proficiency will be coordinated.

Although no migrant children are identified currently, procedures are in place to ensure that such children will receive proper services in the event of their enrollment in the school system.

To promote improved instruction, Title I, Title II, Title I-Part D, and State Professional Development funds will be used to provide training for personnel. The focus of the training will be to increase student achievement. All schools in the system and all teachers within the schools participate in Title II, Title I, Title I-Part D, and state-funded professional development programs.

Title I and I allocations will be used for the acquisition and use of instructional and educational materials, including computer software. By enhancing instruction, these materials will impact student achievement directly. All elementary schools in the system, and their current teachers within the schools, have access to these programs.

***Services for Children with Limited English Proficiency, Children with Disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase effectiveness duplication, and reduce fragmentation of the instructional program.***

EL students are served through Title I, Homeless Children and Youth, IDEA, and State Funds, depending on their qualifications for services. LEP students are given tutoring services. Students with disabilities receive services under Title I, IDEA, Migrant, Immigrant and State funding contingent upon meeting the criteria to be served. These services are coordinated to eliminate duplication of services and to conserve funds to make the funds extend further. Homeless Children and Youth funds are used to meet the needs of children who qualify and do not attend Title I schools. A needs assessment is done on each child who qualifies to determine their priority of needs. All programs work

together to coordinate the programs in the best interest of the students. Integrating program strategies, increasing cross-program coordination, and providing enhanced planning and service delivery provides for improved services for students, educators, and staff. Cooperation and collaboration to incorporate program goals helps ensure meeting the state's challenging and performance standards.

**(F) An assurance that the Colbert County School System will participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.**

The Colbert County School System is committed to participating in the National Assessment of Educational Progress. This provides an opportunity to participate on the national level. Even though we do not get specific scores for our local educational agency, we are able to get statistics on how the group of students did and how our state achieved in comparison to other states. The students are also exposed to a national test which is beneficial for them to gain experience in taking a nationally normed test.

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

Following Public Law 103-382 guidelines, schools in Colbert County will be selected for Title I funding on the basis of free and reduced-price lunch data from the second month and system-wide ranking of schools will be used for eligibility determination. The stated criteria will be used to determine school eligibility annually.

The funds are distributed by grade span grouping, with funds going to all five elementary schools. For the current school year, five elementary schools will participate in the Title I funding program and all five elementary schools are school-wide.

## School Eligibility 2015-2016 Rank Ordered & Program

School Code	School		Student	Free & Reduced Lunch	Percent	Type Program
1. 0110	Leighton Elementary School	K-6	323	258	80%	School-wide
2. 0075	Colbert Heights Elementary School	K-6	435	308	71%	School-wide
3. 0090	Hatton Elementary School	K-6	243	195	80%	School-wide
4. 0040	Cherokee Elementary School	K-4	332	251	76%	School-wide
5. 0070	Colbert County High School	7-12	448	272	61.3%	Priority school-Not Served
6. 0060	Cherokee High School	7-12	257	179	69.5%	Not Served
7. 0140	New Bethel Elementary School	K-6	137	98	71.7%	School-wide
8. 0080	Colbert Heights High School	7-12	474	313	66.5%	Not Served
	Totals:	K-12	2649	1874	70.74%	

(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 the schools served under Title I in the Colbert County School System are Title I school-wide schools. Colbert County School System does not have TA programs.

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

Reflecting the identified needs of the school, Title I services concentrate on assisting students who are failing or in danger of failing state performance standards. The funds are integrated with other funds to help us reach the goal of high achievement for all students. The school system operates five school-wide schools and consolidates federal funds by filing a consolidated application. Services are coordinated to provide the very best services possible for all students.

For the current school year, the following programs will be implemented:

A-CIP Plan:

- Cherokee Elementary
- Colbert Heights Elementary
- Hatton Elementary
- Leighton Elementary
- New Bethel Elementary

Each Title I school conducts a comprehensive needs assessment. Sources of information in addition to teacher, administrator, parent, and student surveys included ACT-ASPIRE for grades three through six, fifth grade Alabama Science Assessment data, report card grades, and promotion data. These data sources served as the basis for the committee decisions reflected in the continuous improvement plan. Needs assessment results were shared with the entire staff and extensive faculty and community involvement was sought for the total continuous improvement plan development. To enrich the curriculum, a number of other strategies are outlined in the continuous improvement plan.

By reducing the teacher-pupil ratio and increasing the time-on-task, replacement programs allow students to experience more instructional time and more individualized instruction. Each school team is responsible for analyzing needs assessment data and determining the instructional program to be offered at the local school. In all schools, Title I students have access to computer labs. Thus, students are offered the advantage of technology for increasing academic skills. Computer programs to address specific skills are available; therefore, individualized instruction is possible.

Each school team will review the program monthly with a final evaluation annually. Appropriate modifications in the E-CIP will be made to ensure that student needs are addressed and that progress in achievement is made. The extent of each Title I program will be contingent upon the level of funding received.

- ***High Academic Standards for all students:*** Our funds are used to employ highly qualified teachers who additional assistance for our students. Instructional paraprofessionals are employed to assist teachers and to assist in the computer labs where researched-based software is used for enrichment and remediation. High quality materials and supplies are purchased with some of the funds to enrich the teaching and learning activities. Some of our funds are used for professional development to help our teachers grow and expand their abilities to teach our students. Remediation materials are purchased to help students reach higher levels of achievement by enhancing the higher thinking skills. Our schools have been able to purchase equipment, including computers and printers to use research based software, such as Renaissance Learning, ABC Mouse, Reading A-Z, Head Sprout, My Reading Coach, Study Island, Destination Reading & Math, PBS/PBS Kids, AVL, and Teaching Strategies GOLD. Some of these research-based programs have been purchased with other

funds, but through coordination of programs, we have been able to improve academic standards.

- ***Alabama Reading Initiative*** (Grades K-6): A professional development model that trains teachers to implement the most effective research-based instructional strategies with all students. Specialized professional development in assessment and intervention is also provided.
- ***Opportunities for all Children to Enter the Public school System Ready to Learn:*** We have a county-wide Pre-K program that enhances our children's opportunities to be ready to enter school ready to learn.
- ***Regular Program Instruction:*** Core Language Arts Curriculum emphasizes student needs based on assessment data, small group instruction, and specific research-based strategies and intervention. The regular classroom teacher makes accommodations using the regular program to meet the needs of struggling students. Accommodations may include but are not limited to the following:
  - Oral, rather than written assignments*
  - Oral testing*
  - Extra time to complete assignments*
  - Shortened assignments*
  - Alternative assignments*
  - Tutoring*
  - Empowering Parents*
- ***Safe and Disciplined Learning Environments:*** Principals, counselors, teachers, and support staff are trained and adhere to Colbert County Code of Conduct. Students are expected to follow the rules adopted by the Colbert County Board of Education. The PRIDE surveys results, SIR, and discipline reports help determine our needs and evaluations. There is a discipline committee to hear the appeals of students and parents. Positive Behavioral Support Teams monitor and encourage appropriate behavior among students. We also have an Alternative School and C.L.A.S.S. program to assist students who have behavior issues. Researched-based programs (Mendez, and Project Alert) purchased with funds are taught in the classrooms, to educate the students about the hazards of violence and drug use. These programs provide violence and drug prevention education for our students.
- ***Summer Enrichment School:*** Each summer the system provides a voluntary summer enrichment for grades K-6 in partnership with our local public libraries.
- ***Sufficient and Highly-Qualified Teachers and other School Personnel:*** Teachers who are not highly qualified will not be employed. 100% of all our para professionals have highly qualified status. We hire only paraprofessionals who are highly qualified. We use some of our Title II Class-Size Reduction- funds to employ extra teachers in order to reduce class-size; thereby, allowing our students to get more individual attention. Title I funds are used to employ extra teachers and extra instructional

aides to allow for more individual instruction. Title I set asides and Title II funds have been used to assist teachers in becoming highly qualified.

- ***Accountability and decision making at appropriate levels:*** The Colbert County School System is concentrating on more participation within and between schools, more local school based decisions made through parents and teachers team along with more involvement of parents and community leaders in evaluating and reviewing their programs. There is more cross program coordination of staff development activities that involve federal, state, and local monies and concentrate on improving student achievement.
- ***Adequate Resources for Quality Education:*** A number of grants (Northwest Alabama State Fair, AP Initiative, in lieu of taxes, and Pre-K First Class Excellence) have been written and awarded to the Colbert County School System. These have been used to improve achievement and for prevention and support activities. The school system continually looks for funds to help provide quality educational personnel and material for the students. The Colbert County School System has also hired a grant writer to secure funding to ensure quality education for our students.
- ***Increased Public Confidence in Public Education:*** Our school system works closely with local papers and radio stations to provide the public with information about student's achievement and extra-curricular activities. Supervisors are readily available at the central office to work with public concerns and suggestions. Several staff members serve on local community agencies and boards.
- ***Additional Considerations:*** All students participate in all aspects of the total school program. They receive services from the media center, gifted classes, counseling, art, music, physical education, and special education programs on the same basis as all students. All of the materials and resources listed above will be used to ensure that all students meet the Colbert County School System's educational goals for all students. Each school wide Title school has developed a continuous improvement plan. The organizational structure and content of each project varies according to school and community needs but all are designed and based on a clear and focused mission, a safe and orderly environment, high expectations, an opportunity to learn and to have extended time on task, strong, instructional leadership, frequent monitoring of student progress and a positive home-school relationship. Students receive service during the regular school day, as well as a having the opportunity to participate in extended learning opportunities after school and during the summer.

(J) **Description of Migrant Children Selection and Services**

Since all Title I schools are servicing children through continuous improvement plans, all migratory children would be provided equal services in all elementary schools. The SDE Agricultural/Employment Survey is part of the student registration packet. The survey is then forward to the central office. The migrant recruiter/home liaison will follow-up, as needed. These employment surveys are completed and returned for the purpose of identifying migrant students. First priority for services would be given to migrant students who are failing, or most at risk of failing and have an interrupted school year.

(K) **Support of Pre-school Program**

Preschool Special Education services are a part of the total special education program offered through the Colbert County School System. An effective education service will be provided to children ages 3-5 through the Early Intervention Program and will be taught by a certified Early Childhood Education teacher in collaboration with the Speech Language Pathologist/Preschool Intervention Specialist. This preschool program will provide a responsive, inclusive environment supporting the needs of all children and providing ways for each child to participate in all program activities. This includes adapting materials and equipment, maintaining accessibility of equipment and materials, assisting as necessary, sensitivity to parent expectations and providing activities, accommodation and strategies that permit children to develop socially and participate in activities to their greatest potential. The Colbert County School System Special Needs Preschool program will serve Developmentally Delayed children ages 3-5 in a center based program five days a week using the scientifically research-based High Scope curriculum. This is a developmentally appropriate approach to preschool education.

The system also will provide a full range of services to special needs children in private and church-based preschools, childcare centers, Head Start or other programs offered throughout the community where children may attend and demonstrate a need. In addition to this program, the school system employs a Speech Language Pathologist(s) whose responsibility is to provide additional language and speech to existing preschool programs, childcare centers and Head Start programs in the community.

Head Start does accept children with developmental delays and articulation and language delays. However, it is the Colbert Count School System's responsibility to provide intervention strategies.

The Colbert County School System philosophy of early childhood education, based on the belief that a commitment to children in providing a developmentally appropriate education established on principles of child development and learning supported by research, will produce lasting benefits for children, families, and society. This system is dedicated to the rights of young provisions for rich experiences. Responsibilities are assumed to provide strategies or interventions to ensure individual potential for success, healthy self-esteem, and a sense of community and positive relationships.

The approach to meet these expectations and commitments are through active learning in which children construct knowledge, establishing a supportive climate based on positive adult-child interactions, involving families in the preschool setting and creating a teamwork position with teachers, task force, health professionals, outside agencies and school administrations. An understanding of human diversity is encouraged and practiced.

Plans for the transition of children as they move from preschool to kindergarten will provide continuity in this educational experience. Procedures and strategies for transition will be in accordance with Title I Regulations: Improving America's Schools Act of 1994. Facilitation of transition will benefit children, parents and teachers.

(L) **School Identified as in Need of Improvement** – There are no Title I schools in Colbert County School System identified as in need of improvement.

(M) **Highly Qualified Teachers**

## **Purpose**

The purpose of this plan is to communicate procedures and policies related to use of Federal Funds to support eligible teachers and paraprofessionals in the Colbert County School System on becoming Highly Qualified (HQ) according to the requirements under the *Every Student Succeeds Act of 2015* (ESSA).

## **Title I Funds**

Local Education System (LEA) is required to use the 5% Title I reservation to assist core academic subject teachers and instructional paraprofessional in Title I programs and schools who are willing to take the necessary coursework to meet the ESSA requirements (additional coursework is one way to meet the HQ definition). It is the responsibility of the LEA to complete necessary checklists and to discuss with individual teachers and paraprofessionals, the options that are available for meeting the requirements if they do not already meet them.

According to Federal Law for the Title I funds, priority must be given to:

- (1) Core academic subject teachers in the Title I school wide programs and Title I paid teachers in targeted assistance programs;
- (2) Instructional paraprofessionals in Title I school wide and Title I paid paraprofessionals in targeted assistance programs;
- (3) Non Title I paid core academic teachers in the Title targeted assistance schools, only after all core academic teachers and instructional paraprofessionals in the first two priorities meet the ESSA requirements.

## **Title II Funds**

According to Federal Law, the use of the LEA's Title II funds must also be resourced for assisting teachers of core area subjects in non-Title I schools obtaining the necessary requirements in meeting the HQ definitions of ESSA.

## **Conclusion**

The LEA plan sets guidelines for the use of funds to assist teachers in the Colbert County School System who do not meet the Highly Qualified (HQT) requirements. These requirements are subject to the schools to which non-highly qualified teachers are assigned, the subjects those teachers teach in relation to our student assessment requirements, and the number of Title I instructional paraprofessionals who do not meet the requirements.

This LEA plan includes guidelines for the application process so that teachers and/or paraprofessional can apply for financial assistance.

## **Guidelines**

1. Financial assistance will apply to tuition, books, and fees only.
2. As required by law, the priority for the use of Title I funds will be given to teachers in Title I schools as follows:
  - a. Core academic subject teachers in the Title I school-wide programs and Title I paid teachers in targeted assistance programs will be awarded first;
  - b. Instructional paraprofessionals in Title I school-wide programs and Title I paid paraprofessionals in targeted assistance programs will be awarded second;
  - c. Non-Title I paid core academic subject teachers in the Title I targeted assistance schools will be awarded third.
3. As required by law, Title II funds will be used for all teachers of core academics subjects who do not meet the definition of highly qualified in non-Title I schools.
4. Teachers and paraprofessionals will be reimbursed for the minimum number of Courses/Praxis II needed to become HQ according to guidance from the Central Office of the Colbert County School System.
5. Funds from Title I reserve and Title II reserve will be awarded from funds allocated from ***October 1*** of one year until ***September 30*** of the following year.
6. Teachers and paraprofessionals must submit an Intent to Enroll in College Courses form/Intent to take Praxis II to the Central Office and it must be approved.
7. Teachers and paraprofessionals must turn in receipts for tuition, books, and fees related to the required class, along with a satisfactory grade before reimbursement can be made.

## **Application Process**

Teachers seeking reimbursement for courses/Praxis II completed to meet the ESSA Highly Qualified Teacher requirements must submit a letter of application to the superintendent or his designee responsible for Highly Qualified documentation acknowledging they:

- (1) Do not meet the federal HQT criteria;
- (2) They need a specific course/Praxis II, listing the course number or test name and course description from the University catalog; and
- (3) Indicate the time frame in which they intend to take the course/test.

## **Procedures for Reimbursement**

1. Application is received and approved prior to enrollment in the course.
2. The original paid receipt along with a copy of the transcript must be submitted for reimbursement.
  - a. The transcript must contain the title of the course, the course number as approved on the application, the credits earned, and the course grade.
  - b. The courses must be from a regionally accredited institution of higher education or in the case of internet-based courses, from an entity that is approved by the United States Department of Education.
  - c. Reimbursement will occur only when the transcript shows a passing grade if the grade is pass/fail or a grade that receives credit if the grade is an "A", "B", or "C" type scale.
  - d. If the grade is not sufficient to receive credit from the university or college, reimbursement will not be granted. Reimbursement will not be granted if a *failed* grade is earned in a pass/fail situation.
3. For the Praxis II, a paid receipt will also be required for reimbursement. Teachers must submit documentation from Praxis II upon completion and a passing score.

### (N) **Description of Services Provided Homeless Children and Youth Students**

Since all Title I schools serve children through CIP plans, any homeless children would be provided equal services in all elementary schools. Funds are set aside at the LEA level to provide equitable services for homeless students at the high school level. In addition to the regular education program, these students may receive additional assistance through the regular school day, after school tutorial instruction and summer programs. Procedures for identifying homeless students are in the schools, along with the name of the LEA Homeless Liaison. The Colbert County School System has chosen to call the Homeless Education Program F.I.T.-Families in Transition. Services may include, but are not limited to, guidance and counseling, social services, health, assistance with clothing and personal items, etc., school supplies and nutrition issues. The Homeless Liaison works to provide for the necessities of the child and family. The staff works with counselors, teachers, principals, and CNP personnel to make sure that all of the needs of the children are met.

(O) **Description of Effective Parental Involvement Strategies**

**PART I. GENERAL EXPECTATIONS**

**The Colbert County School System Agrees to implement the following statutory requirements:**

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with the section 1118(d) of the ESEA.
- The school district will incorporate this LEA parental involvement policy/plan into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- If the LEA plan for Title I Part A, developed under sections 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children serve in Title I, Part A schools in decisions about how the percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement , and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring-*

**(A) that parents play an integral role in assisting their child’s learning;**

- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of the other activities, such as those described in section 1118 of the ESEA

**PART II: DESCRIPTION OF HOW COLBERT COUNTY SCHOOLS WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT PLAN COMPONENTS**

1. **The Colbert County School will take the following actions to involve parents in the joint development of its LEA parental involvement plan under section 112 of the ESEA:**

<b>The Colbert County School System will:</b>
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- Involve parents in the development of the LEA Title I Plan. Parents are members of the System-Wide Advisory Council and are integral in the development of the LEA Title I Plan including the LEA Parental Involvement Plan.
- Administer a Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall programs involvement plans. Compiled information is used along with other data in the LEA comprehensive needs assessment to determine the overall effectiveness of system programs and the parental involvement plan. Provide comment section for narrative responses.

2. **The Colbert County Schools will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academics achievement and school performance:**

<b>Colbert County School System will accomplish this by:</b>
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- Coordinating necessary literacy training to help parents to work with their children in order to improve academic achievement
- Educating parents about community-based agencies and organizations where additional assistance may be obtained
- Supplying materials and training to help parents interact with their children at home
- Planning and working with parents as needed with the Parental Involvement Specialist.

3. **The Colbert County Schools will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following programs: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home**

**Instruction Program for Preschool Youngsters, and State-Operated First Class Preschool programs by:**

- Providing parents various opportunities to learn about child development and child rearing through the provision of in-service programs and the distribution of various materials. These programs will assist parents in understanding the physical, intellectual, and emotional needs of the child, beginning at birth. These programs will also explain strategies, which parents can utilize to assist the healthy physical, intellectual, and emotional development of their child. Various agencies and resources in the community will be utilized to assist the child's success in school.
  - Providing a minimum of 12-18 hours of family enrichment workshop by offering parenting classes, special presentation, and parent-teacher sessions through the OSR Pre-K program. These workshops/programs will be offered monthly, with special presentations planned based on the needs of each particular group. The principal, Pre-K Director, and teaching team will plan activities.
  - Collaborating with department heads will occur, to make available all information and activities these departments have that are of a parent involvement nature.
- 4. The Colbert County schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement plan.**
- Colbert County Schools will:**
- Administer a Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.
  - Information compiled is used along with other data in the comprehensive needs assessments to determine the overall effectiveness of system programs and the parental involvement plan.
  - A comment section is provided for narrative response.
  - Invite parents to an annual meeting during the fall to explain the LEA Title I Plan. Included in this explanation will be the benefits and activities, federal guidelines, the role, right and responsibilities of all parents in the education of their children.

- Parents are also notified of their rights to know the qualifications of their child’s teacher and if that teacher is highly qualified.
  - Hold an orientation specifically designed for the unique needs of families at each school. Additionally, provide translation at LEA level meetings.
- 5. Colbert County Schools will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school involved, parents and the community to improve students’ academic achievement, through the following activities specifically described below:**

**A. The school district will adhere to the following-with assistance of its Title I, Part A schools, as appropriate, in understanding topics such as the following, by understanding the actions described in this paragraph:**

- The State’s academic content standards,
- The State’s student academic achievement standards,
- The State and local academic assessments including alternate assessments,
- The requirements of Part A,
- How to monitor their child’s progress, and
- How to work with educators

**The Colbert County School System, in coordination with school administration, will conduct in service programs, focusing on the state content standards, student academic achievement standards, state and local assessments- including alternative assessments and Title I requirements. Additional activities to promote improved students achievement:**

- Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments.
- Assist parents in interpreting assessment results prior to and after testing.
- Provide parents/teachers with meaningful information to be used during conferences.
- Encourage parents to schedule periodic parent-teacher conferences.

**B. Colbert County Title I Schools will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:**

- The System Wide Parents Advisory Council meets on an as needed basis to discuss the effective use of parental involvement funds.

- Parental Involvement funding has been used to purchase a system level communication, and school-wide newsletters in English and available for translation in Spanish.

**C. Colbert County Title I Schools will educate its teachers, services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners; in the value and utility of contributions of parents; in how to implement and coordinate parent programs; and in building ties between parents and schools. The Colbert County School System will:**

- Provide written information to explain the importance of working with partners as equal partners for each of the following groups: parents, teachers, teaching assistants, principals, counselors, secretaries, bus drivers, custodians, cafeteria workers, other staff members, all groups will be invited to participate in all parental involvements meetings.

**D. Colbert County Title I Schools, to the extent feasible and appropriate, will coordinate and integrate parental involvement programs and activities with Head Start, reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resources centers, that encourage and support parents in more fully participating in the education of their children by:**

- Providing parents with various opportunities to learn about child development and child rearing through the provision of in-service programs and the distribution of various materials. These programs will assist parents in understanding the physical, intellectual, and emotional needs of their child, beginning at birth. These programs will also explain strategies, which parents can utilize to assist the healthy physical, intellectual, and emotional development of their child. Various agencies and resources in the community will be utilized to assist the child's success in school.
- Promote family literacy and parenting skills through parent resource centers. This will ensure opportunities of parents to learn about child development and child-rearing issues.

**E. Colbert County Title I Schools will take the following actions to ensure that information related to the school and parent program, meetings, and other activities, are given to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand that:**

- Every effort will be made to communicate with parents in their primary language. Additionally, parents and community members who share family's primary language may be utilized to better communicate and respond to the needs of these families.
- Additionally, we recognize the unique challenge of our EL families and will hold an orientation specifically designed for their needs at each school.

### **Additional Components – Parent Involvement Plan**

The Colbert County School System believes that in order to achieve the maximum education growth for students, there must be a conscious, collaborative partnership between the parents of students and the schools. The active involvement of parents in their child's education significantly increases the effectiveness of the programs offered by the Colbert County School System and therefore significantly contributes to the success of the child.

Parents of the students in Colbert County Title I schools are encouraged to learn as much as possible about the educational programs, goals, objectives and activities at their child's school. Parents are encouraged to participate in all activities designed by the schools to involve and inform parents.

In order to effectuate these belief and desires, the Superintendent and his staff shall work with each Title I school in developing a Parental Involvement Plan for each school.

Parent involvement provides an important opportunity for our schools to enrich and enhance the already existing programs and include parents in the educational process. Therefore, the vision of the Colbert County School System Parent Involvement Program is to form a family-school collaboration in which all resources will be utilized for optimal student development and success.

### **Title I Status of each School in Colbert County Schools:**

Instructional strategies and practices have begun to show effectiveness in reducing the gaps in student performance in identified sub-groups, including non-English speaking students and students of color, males and females, children in poverty and those from non-affluent families, special education and non-special education.

All Colbert County Schools qualifying to receive Title I funds operated a school-wide program for the 2016-2017 school year. A comprehensive evaluation of the Title I program was conducted at each school and at the LEA level to assist in the revision of the school-wide plans for 2016-2017. This evaluation was completed in house by a committee consisting of Director of Federal Programs, Principals, and Instructional Coaches. These findings will be on file at each school, on school websites, and with the Federal Programs Coordinator.

## Adequate Yearly Progress for 2015-2016

### Percent of Goals Met:

<b>Hatton Elementary</b>	<b>94%</b>
<b>Leighton Elementary</b>	<b>94%</b>
<b>New Bethel Elementary</b>	<b>69%</b>
<b>Colbert Heights Elementary</b>	<b>94%</b>
<b>Cherokee Elementary</b>	<b>87%</b>

### Dissemination of Academic Results:

The Colbert County School System has established procedures for distribution of individual test results on state assessments. These procedures are distributed to all schools by the system test coordinator during training sessions.

At the school level, the individual student's result may be picked up at each school's open house meeting or sent home in the student's report card for the first grading period. As part of our parent to school connection, we provide training on how to interpret these reports.

Teachers are provided with the test information/results in meetings at the beginning of the school year. Colbert County Schools require that a portion of a professional development day be dedicated to the faculty interpreting student assessment data and how it impacts their instructional program. Additionally, grade level and department data meetings are scheduled on a regular basis to discuss progress monitoring data.

The public receives the LEA and individual school test results via the newspaper, PTO meetings, and/or web pages. The system report is sent home with the students in their report cards and also published in the local newspaper.

Student grades are reported to parents/guardians every nine weeks in grades K-12. Every student receives a progress report during each grading period.

Colbert County Schools publishes an annual report to the public about the progress of the schools and school system.

### *Assurances:*

- Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
- Adhere to its Parental Involvement Policy developed with parental participation;
- Administer programs, activities, and procedures for the involvement of parents in programs consistent with the law. These include: parent/teacher conferences, compacts, parent days, grandparent days, volunteers, homeroom volunteers, PTO/PTA Organizations, plays, chorus presentations, talent show, graduations, and carnivals;
- Assist schools in developing a Parental Involvement Plan;
- One percent of the Title I allocation will be reserved for parental involvement and at least ninety-five percent of the one percent will be allocated to each school based on the number of students qualifying for free or reduced lunch.
- Provide technical assistance and support to school-wide programs;
- Work in consultation with schools, as they develop school-specific plans pursuant to section 1114 and assist schools as they implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;
- Provide services to eligible children, teachers, and parents attending private elementary schools and secondary schools in accordance with section 1112, and timely and meaningful consultation with private school officials regarding such services;
- Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
- Work in consultation with schools as the schools develop and implement their plans or activities under section 1118 and 1119;
- Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- Ensure, through incentives for voluntary transfer, the provision of professional development, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
- Use the results of the students' academic assessments, required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) within 21 years;
- 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 the parents can understand; and;
- Assist each school served by the agency and assisted under this part in developing identifiable examples of high-quality, effective curricula consistent with section 1111(b) (8) (D).
  - School Parent Compacts will be developed and distributed to students and parents each year stating the responsibilities of the school, parents and students in the academic achievement of each child.
  - The schools will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the State's student academic achievement. Parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating when appropriate in decisions relating to the education of their children.
  - Communication between teachers and parents will be on an ongoing basis through, at a minimum: parent-teacher conferences at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
  - School personnel and parents work together as partners to implement and coordinate parent programs and build ties between parents and the school.
  - Information about parent programs will be communicated to parents in an understandable format.
  - Meetings will be held at times conducive to parents' work schedules.
  - Parents' LEP students, disabled students, and migratory students will be provided full opportunities for participation and reports will be disseminated in understandable languages.