

Eufaula City Schools

Title I Plan

**No Child Left Behind
Act of 2001**



*Building Our Future on a
Tradition of Excellence*

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Superintendent

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Revised
October 2009

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EUFAULA CITY SCHOOLS FEDERAL PROGRAMS
2009-2010 Advisory Committee

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Alan Miller	Director of Student Services	<i>Alan Miller</i>	5/20/09
Deltonya Warren	Director of Curriculum	<i>Deltonya Warren</i>	5/20/09
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Tina Richards	Title I Teacher, EPS	<i>Tina Richards</i>	5/20/09
Suzann Tibbs	Title I Principal EPS	<i>Suzann Tibbs</i>	5.20.09
Ronnetta Wade	Title I Teacher, EES	<i>Ronnetta Wade</i>	5-20-09
Lakeyda Burnett	Title I Teacher, EES	<i>Lakeyda J. Burnett</i>	5-20-09
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Andy Hinton	Teacher, EHS	<i>Andy Hinton</i>	5-20-09
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James West	Eufaula City Police Chief	<i>James West</i>	5/20/09
Michelle Welch	Juvenile Court Liaison	<i>Michelle Welch</i>	5/20/09
Anne Schaeffer	Community Representative	<i>Anne Schaeffer</i>	5/20/09

Planning Process

A Federal Programs Advisory Committee was formed in Eufaula City Schools (ECS) for the purpose of providing annually input into planning and revising the Local Education Agency (LEA) consolidated application, e-GAP; and the LEA Title I Plan to include the *No Child Left Behind (NCLB) Act of 2001* regulations. The committee meets at intervals over a period of months reviewing pertinent information about the Title I Program (i.e. schoolwide continuous improvement plans (SWCIP), student assessment results, and annual needs assessment) and its direct relation to the other instructional programs in ECS to help students meet high state achievement and content standards.

The advisory committee is made up of representatives from all constituency groups including administrators, teachers, parents, and community. The selected members are responsible for any decision-making (program or financial) regarding the Title I Plan and distributing any information needed to their constituency groups. Input from parents and community members is actively sought in order to ensure student needs are identified and all available community resources are being utilized. Committee representatives were selected because of their dedication and interest in the success of our students and school.

When Limited-English Proficient (LEP) parents are involved, an interpreter is available if needed and written communication may be translated into the needed native language when feasible. An important component of the planning process is identifying the needs of a diverse student body and making reasonable accommodations in order to serve the needs of homeless, migratory, immigrant, economically disadvantaged, special needs, neglected, and delinquent students to meet state proficient and advanced levels of student academic achievement on state content standards.

The LEA Title I Plan is reviewed and monitored throughout the school year. The Director of Federal Programs is responsible for maintaining documentation of data sources. Implementation of the plan is reviewed periodically at the LEA Advisory Committee meetings. These meetings will be responsible for reviewing data included in the plan to determine an increase in academic achievement and other indicators of success. Goals and progress are communicated to the faculty, parents, students, and stakeholders through Parent Teacher Organization (PTO) meetings, local newspaper, and newsletters so there is a shared commitment for a quality education for all students in ECS.

Copies of the LEA Title I Plan will be located in the Director of Federal Programs office, principal's office, and media center in each school. Notification will be placed in the student handbook and system website that this plan will be available for review. Any person with a concern about this plan can submit in writing any objections to the Director of Federal Programs and if the concerns are not addressed, contact can be made with the superintendent to receive an opportunity to address the Eufaula City Board of Education. Any additional concerns not resolved at the system level will be referred to the Director of Federal Programs at the Alabama State Department of Education (ASDE).

INTRODUCTION

Special efforts have been made recently by ECS to provide a stronger coordination of all programs to better support the needs and efforts for continuous improvement in the local schools. The Board of Education, superintendent, administrators, and LEA Advisory Committee agree that each Title I schoolwide school (Eufaula Primary [EPS], Eufaula Elementary [EES], and Admiral Moorer Middle [AMMS]) is the unit for change and school improvement; the involvement of the community and staff at each school in planning and implementing improvement initiatives are those most likely to last; and each school has the professional capacity to make decisions which affect the quality of education at the local school.

ECS has adopted the goal of program coordination and is committed to improving teaching and learning through greater cross-program coordination, planning, and service delivery of federal programs, special education service, community education, and parent involvement programs as well as professional development (PD). These programs include:

- Title I, Part A Improving the Academic Achievement of the Disadvantaged
- Title II, Part A Preparing, Training, and Recruiting High-Quality Teachers and Principals
- Title II, Part D Enhancing Education through Technology
- Title III, Part C Language Instruction for LEP and Immigrant Students
- Title IV, Part A Safe and Drug-Free Schools and Communities
- Title IV, Part B Twenty-First Century Community Learning Centers
- Title VI, Part B Rural and Low-Income School Program

Vision

The vision of ECS is to produce responsible and productive citizens.

Mission

ECS is committed to producing responsible, productive citizens by providing a quality education for all students in a safe environment.

Beliefs

The district's instructional program is based on nine beliefs. We believe:

- All students have worth.
- Each student is unique and deserves to be treated with dignity and respect.
- Each student will learn and will take an active role in the process.
- Each student deserves a quality education.
- Each student will be accountable for his/her own actions.

- Successful experiences build self-esteem and zest for learning.
- A safe and nurturing environment promotes learning.
- Education is a shared responsibility between home, school, and the community.
- Educated citizens are essential to our society.

A. High-Quality Student Academic Assessments

(i) State Student Academic Achievement Standards

The Stanford Achievement Test (SAT) for grades 3 – 5; Otis-Lennon Stanford Achievement Test (OLSAT), for grades 3-5; Alabama Reading and Math Test (ARMT) for grades 3-5; Alabama Alternative Assessment(AAA), for grades K-5; Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for grades K-2; and Alabama Direct Assessment of Writing (ADAW) for grades 5 and 7; Alabama Science Assessment (ASA) for grades 5 and 7; and the World-Class Instructional Design and Assessment-Assessing Comprehension and Communication in English State to State (W-APT) Placement Test for identified English language learners (ELLs) for grades K-8 will be utilized primarily by teachers to determine the success of students in meeting the state’s student performance standards and reaching school improvement goals in the SWCIP. It will also be used to communicate the progress of students meeting these standards to teachers, students, parents, and the community; assist in diagnosing, teaching, and utilizing appropriate learning strategies; modify instruction so all students meet or exceed state student achievement academic standards; identify students who may be at risk of reading failure or who are having difficulties reading; determine and provide PD; evaluate program effectiveness to determine what revisions are necessary in the implementation of the SWCIP to meet state standards; and revise program components accordingly.

Additional high quality academic assessments utilized to assist all students in meeting challenging academic standards include:

Grades PreK – 2

Peabody, PreK
 Accelerated Reader, grades 1-2
 Scott-Foresman Baseline, Unit Assessments, and Day 5
 Saxon Lesson Assessments

Grades 3 - 5

Accelerated Reader
 Scott-Foresman Baseline, Unit Assessments, and Day 5
 Saxon Lesson Assessments

Grades 6 -8

Making Middle Grades Work (MMGW)
 Accelerated Reader
 Holt Math Chapter Tests

Learning Through Sports GAP

Perception surveys will be given to students, parents, and teachers in order to identify school characteristics they consider to be of importance and concern at each local school. The information gained from these surveys will be tallied and areas of concern addressed with students, parents, teachers, and administrators. The system will also use attendance as a measure of students' success because opportunities for instruction, application of knowledge and review increase the chances learning will occur. The SWCIP advisory committee, teachers and administrators at respective schools will be responsible for determining which local school assessments will be utilized to monitor student progress.

(ii) **Diagnosis, Teaching, and Learning**

ECS desires and encourages higher expectations of both teachers and students. Scientifically based researched (SBR) strategies already in progress will be expanded to increase expertise to effect the needed changes allowing us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. Specific reform strategies are located in each SWCIP including:

- **Primary** - Pre-K program; Alabama Reading Initiative strategies focusing on explicit instruction in phonemic awareness, phonics, vocabulary development, reading fluency, reading vocabulary and reading comprehension; Extended Learning (i.e. Extended Day after school tutorial program; Boys and Girls Club tutorial program; Housing Authority; and summer school); Building-Based Student Support Team (BBSST); Scott- Foresman Reading Series to include Sidewalks Reading Intervention and ELL strategies; and contract reading and math tutors
- **Elementary** – Alabama Reading Initiative strategies focusing on explicit instruction in phonemic awareness, phonics, vocabulary development, reading fluency, reading vocabulary; and reading comprehension to students in grade 3; Accelerated Reader; BBSST; Extended Learning (i.e. 21st Century Extended Day after school tutorial program; Boys and Girls Club tutorial program; and Housing Authority; summer school); reading and math contracted tutors; Scott- Foresman Reading Series to include Sidewalks Reading Intervention and ELL strategies; grade clustering for special needs students
- **Middle** –Secondary Alabama Reading Initiative strategies focusing on reading comprehension; Kagan Cooperative Learning Structures; Making Sense Strategies; MMGW; Voyager software; Learning Through Sports Website; Extended Learning (i.e. 21st Century Extended Day after school tutorial program; Boys and Girls Club; Housing Authority tutorial program; and summer school); Building Based Student Support Team; reading and math contracted tutors; Holt Reading Series containing ELL strategies; contract reading and math tutors

The SWCIP advisory committee at each school will continue to meet with the Director of Federal Programs and the Federal Programs Advisory Committee as needed to plan and

implement local, state, and federal budgets and guidelines. Other system directors and coordinators (i.e. Administrative Services, Support Services, Student Services, Curriculum and Instruction, Technology, and Development and Support) will also continue to work closely with the schools to ensure cross program coordination and to address system-wide needs of all students who are enrolled or may enroll (migratory, LEP, students with disabilities, homeless, neglected/delinquent, and economically disadvantaged) to meet state proficient and advanced levels of student academic achievement on state content standards. Although most needs, goals, and activities are planned for both teachers and students at the local schools, others are addressed system-wide.

ECS, through our own commitments and with the help of the Federal Program Advisory Committee, ensures measures will be taken to provide equitable participation for all students, personnel and programs operating under or provided for in the consolidated plan. Furthermore, all students will have an opportunity to achieve high academic standards.

Results of state assessments (Stanford, AAA, ACCESS for ELLS, ARMT, ADAW, ASA, DIBELS, and W-APT) will be distributed and discussed by the testing coordinator with the LEA Academic Council. Principals will then discuss test results at their faculty meetings. Teachers will be responsible for placing results in student cumulative folders, notifying parents results have been received, and conferencing with parents. Assessment results will be examined by each grade level, subject area, and sub-group. Grade distribution will be examined and addressed by the principal during each nine weeks. Each faculty member will have access to the State Courses of Study, local curriculum guides, and Stanford objectives. Teachers will be responsible for teaching all objectives from the above-mentioned documents. Results are released by the central office to the local media for community awareness.

Distribution and analysis of system and student data of meeting adequate progress will include:

Parents

- SAT Home Report
- ARMT Home Report
- ADAW Home Report
- ASA Home Report
- ACCESS Home Report
- Conferences
- ASDE School Report Card
- Workshops for interpreting test results

Administrators and Teachers

- Local and state workshops
- BBSST
- Class Profile
- ASDE Website

Public

- ECS Assessment Report to the Board
- Press Release
- Report cards for each school and school system

(iii) Revisions

One of the primary purposes of the LEA Advisory Committee is to review and revise the components of the LEA plan to meet: 1) the NCLB Act of 2001 regulations; and 2) the state student academic achievement standards. Additional responsibilities are located in the aforementioned Planning Process section.

An advisory committee was also formed at each school for the purpose of monitoring the Title I SWCIP periodically and revising as needed. This committee is made up of representatives from all grade levels, special education, the principal, parent and community representatives, and a student, if applicable. The selected members are responsible for any decision-making regarding the SWCIP and for distributing any information needed to their constituency groups including faculty, staff, and parents.

(iv) Identification of At-Risk Students

Services are provided to and for all students with an increased emphasis on helping the at-risk students who are enrolled or may enroll (migratory, LEP, students with disabilities, homeless, neglected/delinquent, and economically disadvantaged) to achieve local and state goals of high achievement. Measures to be used toward achieving these goals and making revisions when appropriate, is addressed by the each local school advisory committee, BBSST, LEA Academic Council, and the LEA Administrative Team.

Although each Title I SWCIP was written to meet the ten components of the NCLB Act of 2001, each varies in composition and strategies to meet the individual needs of each school and the students. To effectively identify students who may be at risk for reading failure or experiencing difficulty reading are identified through the use of screening, diagnostic, and classroom-based instructional reading assessments. Other assessments include those who score in the first four stanines on the Stanford, levels 1 and 2 on ARMT, strategic and intensive on DIBELS, and academic grades. Emphasis is placed on prevention at the elementary level so that students will be able to function effectively at the middle and high schools. Teachers will provide instruction using research based resources and strategies. A plan of action will be formulated for each student failing to meet proficient or advanced levels of academic achievement. Results of all assessments are analyzed annually for comparability.

In grades K-2, students are assessed using the DIBELS as well as informal instruments to identify reading levels and areas of weakness. This instrument provides data in the five

critical areas of reading that can be interferences to successful reading. Teachers will use this data to drive instructional strategies.

Identified students who have academic difficulty (D's and F's) on report cards and/or progress reports may be referred to the BBSST. Parent conferences and notification for identified students will be held to discuss identified strategies to use at home and to provide support at school.

Students that are identified as experiencing severe problems may be referred to the Multi-Disciplinary Committee which is comprised of many county agencies such as Mental Health, Health Department, Youth Services, Department of Human Resources, and Crippled Children, Alabama School for the Deaf and Blind, Children's Rehabilitative Services, and the Eufaula City Police Department. Also, ECS has contracted with a licensed professional counselor (LPC) and social worker to provide professional counseling and guidance to students, parents, and teachers especially in the area of drug and violence prevention.

ECS in conjunction with the Alabama State Department of Education (ASDE) has adopted the following five goals and corresponding performance indicators identified by the U.S. Department of Education (USDOE).

Goals and Indicators:

- 1.0 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.
 - 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.
 - 1.3 Performance Indicator: The percentage of Title I schools that make adequate yearly progress (AYP) as defined in the data, spring of 2003.
- 2.0 Performance Goal 2: All LEP 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 LEP students, determined by cohort, who have attained English proficiency by the end of the school year.
 - 2.2 Performance Indicator: The percentage of LEP 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 LEP students who are at or above the proficient level in mathematics on the state’s assessment, as reported for Performance Indicator 1.2.
- 3.0 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.
- 3.2 Performance Indicator: The percentage of teachers receiving high-quality PD.
- 3.3 Performance Indicator: The percentage of paraprofessionals, excluding those with sole duties as translators and parental involvement assistants, who are qualified in accordance with the NCLB requirements.
- 4.0 Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- 4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the state.
- 5.0 Performance Goal 5: All students will graduate from high school with a regular diploma.
- 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 status, and status as economically disadvantaged.
 - Calculated in the same manner as used in National Center for Education Statistics (NCES) reports on Common Core of Data.
- 5.2 Performance Indicator: The percentage of students who drop out of school.
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency status, and status as economically disadvantaged.
 - Calculated in the same manner as used in NCES reports on Common Core of Data.

B. Additional Academic Indicators

ECS’s SWCIPs are reviewed and monitored throughout the school year by the local school’s advisory committee, the Instructional Leadership Team, the Academic Council and the Director of Federal Programs. ECS administers the ASDE mandated tests annually. In addition to the aforementioned assessments, student progress is monitored using the following indicators:

- ASDE Superintendent’s Report Card (graduation rate, average daily attendance)
- Individual School Report Card
- Annual Retention Rate
- At-Risk Students-BBSST
- Student Attendance
- Student Suspensions
- Transience

C. Additional Educational Assistance

ECS, through its own commitment and with the help of the Federal Program Advisory Committee and the LEA Academic Council, ensures measures will be taken to provide equitable participation for all students, personnel and programs operating under or provided for in the SWCIP. Furthermore, all students will have an opportunity to achieve high academic standards.

Local, state, and federal policies and procedures are examined regularly that support teaching and learning, directly and indirectly, and that build school infrastructures (i.e. regular data analysis, involvement of teachers and parents in decision-making, and allocation of resources to support core goals). The LEA utilizing local, state, and federal funds has hired additional personnel to directly support teacher needs and instruction:

- Instructional specialist, grades 6-8
- Assistant Principals designated as instructional specialist, grades 3-5
- Reading coaches, grades K-3
- Contracted reading, math, and writing tutors, grades PreK-8
- Instructional technologist, grades PreK-5
- LPC, grades PreK-8
- Licensed social worker, grades PreK-8

Other instructional resources in addition to personnel funded from local, state, and federal funds are provided to support SBR strategies and programs in each SWCIP established by local school advisory committees to include:

- Materials and supplies
- Technology software/hardware
- Audio-visual
- PD opportunities
- Barbour County Literacy Association (BCLA) reading volunteers

Reform efforts already in progress will be expanded to increase expertise to effect the needed changes that will allow us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. Specific reform strategies are located in each SWCIP which includes: integration of technology

into the curriculum; protected block of reading K-5; increase length of school day; development of 7-month plan in mathematics and reading to assure all course of study skills tested are taught prior to testing; use of program assessments in ARMT formatted assessments in reading and math to address re-teaching of skills to ensure mastery before testing as well as strategies noted in Section A: High-Quality Student Academic Assessments (ii) Diagnosis, Teaching, and Learning.

ECS is on a modified school year calendar which supports additional learning activities such as before and after school tutorial services and school year extension programs by providing technical support and facilities. Title VI funds will assist in providing salary/benefits for HOPE Academy math teacher; and non-cap computer hardware for credit recovery at Eufaula High School (EHS). The Alabama Student Assistance Program encompasses three programs: At-Risk, Children's First, and High Hopes. These funds are used to assist in providing an alternative education program, grades K-8, by paying the salary and benefits for the HOPE Academy Director and providing a contract LPC to work with students and parents. Twenty percent of these funds have been awarded to the Eufaula Housing Authority to provide after-school tutoring using certified teachers for students grades PreK-8.

Summer school will be provided for any student in grades 2-5 failing 2 or more subjects (i.e. reading, language, or math). See Section A: High-Quality Student Academic Assessments (i) State Student Academic Achievement Standards for assessments to be utilized in evaluating all instructional strategies and programs.

The Twenty-first Century grant is used to provide an after school tutorial at EES and AMMS; and contracting with the Boys and Girls Club to provide enrichment activities for students at EPS, EES and AMMS.

Camp Invention, a week long enrichment program whose strategies are researched based is located at EES. It is open to all rising first through rising fifth grade students (i.e. home school, church, public, and private) within the community. A fee is charged, but community service groups provide scholarships to indigent students.

D. Coordination of Programs to Provide Professional Development

The primary goal of ECS PD is to provide comprehensive, capacity-building to assist schools in making standards-driven instruction work for students and teachers included in their SWCIP. The system is working to establish best instructional practices to support a standards-driven curriculum through extensive on-site PD. Through targeted training and coaching, the school system has assisted teachers in expanding their repertoire of effective classroom practice and enhanced student achievement.

The ALSDE Alabama Quality Teacher Standards (AQTS): EDUCATEAlabama is closely aligned with the Alabama Continuum for Teacher Development which is based on 5 standards: Content Knowledge, Teaching and Learning, Literacy, Diversity, and Professionalism. These standards are the foundation for both teacher evaluation and

teacher PD. An EDUCATEAlabama Professional Learning Plan (PLP) developed by each educator and approved by the evaluator will focus on the knowledge and practices to assist the educator in achieving the professional learning needed to progress to higher levels of teaching practice found on the AQTs rubrics. Activities provided are directed toward identified needs relevant to improving the quality of instruction, the general well-being of the student population, and meeting state and federal program requirements including school improvement. Ongoing and sustained PD will be provided by resources including the East Alabama Regional In-service Center (EARIC); local, state, and national consultants; and area universities.

The Director of Curriculum and Instruction is responsible for system-wide PD. Teachers also receive professional leave to attend workshops or training in their respective fields in accordance with the ECS PD Guidelines. Funding for implementing both the system and local school PD plans include:

- Local funding
- State funding allocation per teacher unit
- Federal funding per specified programs
- EARIC

A comprehensive needs assessment is conducted annually to ascertain students' progress in meeting the state's challenging standards. The components of that assessment (i.e. state student assessment results, SACS recommendations, EARIC Opinion Inventory, SIR reports, SWCIP, Federal Programs Consolidation Application/Plan Needs Assessment, and evaluations after each activity) are analyzed, priorities are established, and goals are identified to improve students' performance in relation to SWCIP. The PD Committee at each school in conjunction with the Director of Curriculum and Instruction is responsible for evaluating and planning school in-service. PD plans are developed by individual schools to address areas of concern in their SWCIP.

At the system level a PD needs assessment is conducted to determine the staff's perceived needs to effectively address problems related to student performance. PD needs from the observation/evaluation system are also submitted by the administrators. A committee at the system level prioritizes topics for PD from the two sources and recommends activities.

The individual schools, based on the results from their SWCIP comprehensive needs assessment, also determine school based or grade span PD activities. Title I, Part A, Title II, Parts A and D; and Title IV allocations are used to fund these PD activities along with local and state PD funds and competitive grants (i.e., ARI, Title II Competitive, and 21st Century) for administrators, teachers, and paraprofessionals. Through high quality PD and additional course work, Title I and Title II, Part A funds are also used to help teachers and paraprofessionals reach the highly qualified definitions for NCLB Act of 2001 developed by the ASDE. The PD activities and course work are designed to improve instruction by providing strategies and techniques that help all students, especially those students needing help in reaching the state challenging academic

standards. Faculty members at their respective schools maintain individual Professional Learning Plans (PLP) as part of the ASDE EDUCATEAlabama teacher evaluation program. Each faculty member also has a PD folder on file with the principal that contains documentation of all PD activities during the school year. PD opportunities to address SWCIP goals and strategies are provided for all teachers and paraprofessionals.

The purpose of ECS Mentoring Program is to recruit and retain highly qualified teachers, provide ongoing staff development and collaborative relationships, and foster professional growth, in order to improve the quality of instruction for students in ECS. Two groups of teachers are targeted: teachers with less than one semester of teaching experience and novice teachers with more than one year of teaching experience.

The design plan provides for three modes of technical support in the on-going developmental induction process. One, the Alabama Teacher Mentoring Program sponsored by the SDE for beginning teachers who have less than one semester of classroom experience. The ultimate goal of this program is to provide quality teaching for all students. In addition, this program will assist with the recruitment and retention of quality teachers. Each new teacher will participate in the mentoring process for the first two years and have the option of participating for a third year.

Mentors for newly hired teachers will be selected in accordance to the guidelines set forth by the SDE and are required to attend twenty-six hours of scheduled training at the district level to assist them in implementing the program. They will meet with their protégé an average of 2.5 hours each week and assist with growth and support by using reflection questions based on the AQTs. The training of mentors for these beginning teachers is provided by a contracted certified teacher trainer under the direction of the Director of Curriculum and Instruction and the Superintendent.

Two, novice teachers who are new to ECS but have more than one year of teaching experience, will be assigned a “buddy teacher” at their respective school to provide a nurturing and supportive framework for growth. These teachers will participate in training sessions conducted by the assistant principal, reading coach, instructional specialist, or designee at least once per month. All new hires will meet with the Director of Curriculum and Instruction at least once per month for feedback and discussion to ensure successful implementation of the program.

Three, all new and novice teachers will be required to receive five hours of technology training during the first year of employment. Teachers may either receive these hours by attending a system technology workshop or individualized embedded PD with the LEA Instructional Technologist and attending the required once a semester workshop conducted by the LEA Instructional Technologist.

Sustained and continuous PD is being identified correlating the LEA PD plan with the SWCIP to give teachers strategies and resources to improve student achievement. PD opportunities are available locally, regionally, statewide, and nationally.

E. Coordination and Integration of Services

All educational programs are coordinated through the office of the Director of Curriculum and Instruction. Students' needs are identified and all resources from local, state, and federal sources are reviewed to select the most appropriate to increase program effectiveness, eliminate duplication, and reduce fragmentation.

A coordinated effort to consolidate federal programs attempts to align the various programs under the NCLB Act of 2001 and to supplement the state's education improvement efforts. Also, by consolidating and combining federal programs funds, there are improved services to students as well as a larger sum for implementing staff development as described in the LEA and SWCIP. Program goals include:

- Provide technical assistance to each local school in developing their SWCIP focusing on the needs of all students as well as including the coordination of all local, state, and federal resources.
- Provide support, based on local school needs, to promote educational improvement to increase the performance level of all students.
- Increase the effectiveness of resource utilization at the state and local level through alignment and coordination of state and federal programs.

(i) Preschool Programs and Transition

ECS has seven preschool classes which are held during the regular school year. Four units are funded by Title I; one unit by Office of School Readiness (OSR), and one unit is OSR and state funded. All students, including special needs, are eligible to participate in the seven classes. Readiness and socialization skills are covered in the classes. Coordination with Head Start allows ECS to provide a foundation for learning for both students and parents. In addition, ECS has been awarded a Home Instruction for Parents of Preschool Youngsters (HIPPY) Grant for 3-4 year olds by the ASDE for 2009-2010.

An orientation in the spring will be provided to assist students and parents in the transition process from preschool to kindergarten. A written list of suggestions, proficiency levels of academic standards and curriculum, and the registration process will be distributed. Students and parents will be provided a tour of the school to acclimate them to the facilities. All students from area pre-schools, Head Start Programs, and HIPPY program will be invited to visit the school for an on-site orientation during the school year.

In the fall, orientations are held by administrators to inform all students and parents of school rules, expectations, consequences, policies, and proficiency levels of academic standards and curriculum.

(ii) Groups

LEP students are identified using the home language survey and are administered the W-APT placement test. Targeted students are served in the regular classroom and also receive supplemental services from speech and reading teachers, instructional specialist, reading coaches, social worker, and LPC. Specific services provided for these students are found in the *Eufaula City Schools Limited English Proficient Guidelines and Procedures*.

Services for other group populations (i.e. disabilities, migratory, immigrant, neglected, delinquent youth, and homeless) are coordinated and integrated to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. These students are eligible for services using the same criteria applied to all other students. Although there are no specific strategies in place for the other aforementioned groups, admission procedures are in place (see Appendix A). At the present, the only groups enrolled in ECS are LEP, migratory, immigrant, and homeless students. Children with disabilities are eligible for services using the same criteria applied to all other students.

F. State National Assessment of Educational Progress

If selected, ECS will participate in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 4119b)(2) of the National Education Statistics Act of 1994.

G. Poverty Criteria

Poverty Criteria eligible attendance areas will be the number of students eligible for free and reduced price meals under the National School Lunch Act. Schools will be determined eligible based on the highest percentage of need and with at least 35% (targeted assistance) and 40% (schoolwide) from low-income families. Schools will be rank ordered from poorest to richest.

H. Targeted Assistance Schools

Presently there are no Targeted Assistance Schools in ECS.

I. Local Institutions for Neglected or Delinquent Children

Presently, there are no local institutions for neglected or delinquent students located in ECS attendance district. However, admission procedures are in place (see Appendix B).

J. Migratory Students

Migrant students in ECS are identified from the Certificate of Eligibility (C.O.E.) completed by the ASDE. Admission procedures are in place which reflects no barriers to the enrollment of these students (see Appendix C). Therefore, they receive comparable services offered to other students enrolled in Title I schools (EPS, EES, and AMMS) as specified in their SWCIP and non-Title I schools (EHS) through set-asides in the Title I budget. Non-Title I schools contact the Director of Federal Funds for assistance.

Title I funds are reserved to meet identified barriers of identified migrant students directly related to regular school attendance (i.e. school supplies, lab fees, summer school, field trips, and emergency dental/health care). Also, ECS will collaborate with local churches and community agencies (i.e. Clearing House, Christ Child Circle, DHR, Lions Club, Spanish Coalition, etc.) to provide and/or improve services for migratory students.

Every effort will be made to ensure migratory students will not be stigmatized and/or alienated due to their status.

K. Preschool Programs

ECS has seven preschool classes which are held during the regular school year. ECS has seven preschool classes which are held during the regular school year. Four units are funded by Title I; one unit by OSR, and one unit is OSR and state funded. All students, including special needs, are eligible to participate in the six classes. Readiness and socialization skills are covered in the classes. Coordination with Head Start allows ECS to provide a foundation for learning for both students and parents. In addition, ECS has been awarded a HIPPY Grant for 3-4 year olds by the ASDE for 2009-2010.

Presently, we do not have any students participating in any additional LEA federally funded preschool programs such as Even Start or Head Start except for students with disabilities. However, local Head Start and private preschools are invited to attend parent workshops and transition activities.

L. Low-Achieving Schools in Need of Improvement

Administrators review state data when received to identify schools which did not make adequate progress as defined by the ASDE. The ASDE will provide technical assistance to each LEA and schools that have not made AYP.

EPS and EES both met all of the AYP standards. AMMS and EHS barely missed meeting AYP. AMMS met 95.24 percent of AYP goals, or 20 of 21 goals. The school did not make AYP in special education reading. EHS failed to make AYP due to its graduation rate. EHS met 94.12 percent of AYP goals, or 16 of 17 goals. The school's graduation rate is 80 percent, which is down from 83 percent in 2008. Based on data from the 2008-2009 school year, ECS made AYP in all categories for 2009-2010.

Many factors may have contributed to AMMS and EHS failure to achieve AYP. First, there were a significant number of high school students in the aforementioned groups who were reading significantly below grade level. Also, there was not a system in place to assure mastery of all skills at all grades/levels, especially at the high school which resulted in the assumption that advanced level students had mastered all reading skills, etc. Second, some of our teachers may have operated under a set of low expectations with regards to these groups (i.e. special education and at-risk students at EHS) and therefore possibly inadequate strategies were identified to assure struggling students mastered content skills at each grade level. Third, some special education teachers lacked adequate training in the implementation of the core instructional programs used at their school, and some general education teachers lacked adequate training on effectively teaching diverse learners. Fourth, some teachers lacked a specific plan of action to assure all skills tested were taught before the testing window in April as well as remediate the academic difficulties students in these groups experienced.

Strategies identified at the system level to address these factors included: clustering in grades 3-5 for special needs students; developing/revising curriculum guides at the high school; implementing 11th grade reading program at the high school to include adding an 11th and 12th grade at-risk reading course which is required of all students in those grades not passing the AHSGE; similar AHSGE at-risk courses are offered in each of the four core subject areas and are required for students not passing that portion of the AHSGE (elective credit is offered); students taking these remedial at-risk courses for elective credit must also take the companion 11th grade English; pacing guides for grade Pre-K; unit/end of month tests; monthly data meetings for grades Pre-K – 12; academic walk-throughs for grades Pre-K – 12; early intervention services beginning at age 3; limiting pull-outs in the elementary grades; Early Warning Attendance for grades K-12; and implementing the HOPE Academy for overage under achievers in grades 6-12 to assist in reducing the dropout rate.

The LEA Academic Council developed a plan of action four years ago to address the fundamental teaching and learning needs for identified groups of students who experience specific academic problems. The plan was very effective as ECS met AYP for 2006 – 2007 and in 2007-2008 in all categories of participation and proficiency in both reading and math at all three levels and in all subgroups as well as the additional academic factor – attendance and drop-out/graduation rate. Therefore, the Academic Council has decided to continue to implement the following six step process:

1. Strengthen the Instructional Time
 - After school tutorial (EPS, EES, and AMMS) to include timed math tests and computer instruction using Orchard and PLATO software
 - Start and end lessons on time as well as have materials prepared at the beginning of a lesson
 - Provide math drills during the extended day program
 - Monthly walk-throughs in both reading and math
 - Uninterrupted block of time for both reading and math

2. Identify students (black, special education, free/reduced) in targeted groups
 - Students scoring in stanines 1-4 on Stanford and levels I and II on the ARMT
 - Identify students making D's and F's on grade reports in reading and math
 - Request a parent conference with the parents of targeted students to identify strategies to assist their child at home
 - Hold monthly data meetings to identify why the student is not meeting academic success (i.e. failed to complete homework, failed to complete class work, poor test performance, etc.) in both reading and math
 - Utilize community service organizations and grants to provide additional assistance (i.e. contract reading and math tutors, summer school, after school tutorial, Housing Authority, Boys and Girls Club, etc.)
3. Collaboratively identify possible factors reflecting low academic performance utilizing data meetings (i.e. reading coaches, instructional specialists, speech and hearing screening, LPC, social worker, etc.)
4. Write an individualized plan to increase student achievement utilizing BBSST as appropriate
5. Utilize program directors and coordinators as well as special area teachers to assess educational needs and monitor progress; provide on-going modeling and coaching; and implement ECS mentoring program
6. Implement teacher-student mentoring program: College Prep Program in grades 6-12

All educational programs are coordinated through the office of the Director of Curriculum and Instruction. Students' needs are identified and all resources from local, state, and federal sources are reviewed to select the most appropriate to increase program effectiveness, eliminate duplication, and reduce fragmentation.

A coordinated effort to consolidate federal programs attempts to align the various programs under the NCLB Act of 2001 and to supplement the state's education improvement efforts. Also, by consolidating and combining federal programs funds, there are improved services to students as well as a larger sum for implementing staff development as described in the LEA and school continuous improvement plans.

Program goals include:

- Provide technical assistance to each local school in developing their SWCIP/SCIP focusing on the needs of all students as well as including the coordination of all local, state, and federal resources.
- Provide support, based on local school needs, to promote educational improvement to increase the performance level of all students.
- Increase the effectiveness of resource utilization at the state and local level through alignment and coordination of state and federal programs.

All educational programs are coordinated through the office of the Director of Curriculum and Instruction. Students' needs are identified and all resources from local,

state, and federal sources are reviewed to select the most appropriate to increase program effectiveness, eliminate duplication, and reduce fragmentation.

M. Public School Choice and Supplemental Services

ECS will implement Board approved procedures for School of Choice and Supplemental Educational Services identified by the ASDE and federal guidelines section 116 for school improvement, if applicable.

As soon as the LEA is notified that a school has been placed in school improvement, it will notify parents of each student enrolled in writing about the school's identification for improvement and a plan of action will be developed to correct this situation. Parent and community representatives will be asked to assist in developing a plan of corrective action.

School Choice

Before the first day of school or as soon as notification is received from the ASDE, ECS will notify parents in the local newspaper and by letter if the school their child attends is identified for school improvement by the ASDE for the second year. All schools within ECS are grade span grouped and therefore students will not have an option to transfer to another public school in the school district.

Supplemental Services

If a school should be identified the second year for school improvement, ECS will arrange at the beginning of school or as soon as notification is received from the ASDE for supplemental education services for eligible students enrolled in the school. Parents will be notified in the newspaper and by letter. Supplemental education services are extra academic assistance such as tutoring, remediation, and academic intervention for low-income students who have failed to make AYP, as defined by the ASDE, for three or more consecutive years. Instruction will take place outside the regular school day, such as before or after school, on weekends, or during the summer.

A list of providers approved by the ASDE, their availability, and a brief description of their services, qualifications, and demonstrated effectiveness will be available to parents in the superintendent's office. ECS, the parents, and the parent-selected provider will develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement. The purpose of these services is to ensure these students increase their academic achievement, particularly in reading, language arts, and mathematics.

If parents elect for their child to receive supplemental education services, they must complete an application and submit to the superintendent no later than the fourth week of school. If more students request services than ECS can fund, a priority will be given to serving the lowest achieving low-income students.

N. Qualifications for Teachers and Paraprofessionals

ECS completes the annual LEA Personnel System (LEAPS) report as required by ASDE. The completion and evaluation of this personnel report will assist in ensuring that all teachers are highly-qualified, teaching in-field, and certified by the ASDE. Teacher assignments are based on their credentials, ability to implement reform strategies based upon their strengths, and identified needs of students.

Paraprofessionals will assist students under the direct supervision of classroom teachers. PD opportunities will be provided to strengthen skills and improve the knowledge of non-certified personnel. The LEA Plan for Highly Qualified Teachers has been developed to identify and assist teachers and paraprofessionals to meet the requirements of the highly qualified criteria identified in accordance with the NCLB Act of 2001. Title I and Title II Part A funds are used to provide monetary assistance for teachers teaching core academic subjects. Letters of attestations of highly qualified teachers are available for review to the parents and the general public. See section P, Parents Right to Know for details on notifying parents concerning highly qualified teachers. Previously, Title I funds were used to provide monetary assistance for paraprofessionals who worked in Title I schools. Currently, all paraprofessionals in Title I schools are highly qualified and are not paid from Title I funds.

O. Homeless Students

Homeless students in ECS are identified from the student registration form in compliance with the *McKinney-Vento Act of 2001*, section 725. Admission procedures are in place which reflects no barriers to the enrollment of these students (see Appendix D). Therefore, they receive comparable services offered to other students enrolled in Title I schools (EPS, EES, and AMMS) as specified in their SWIP and non-Title I schools (EHS) through set-asides in the Title I budget in accordance with section 1113. All schools contact the Director of Federal Funds for assistance.

Title I funds are reserved to meet identified barriers of identified homeless students directly related to regular school attendance (i.e. basic hygiene necessities, clothing, food, school supplies, lab fees, summer school, field trips, and emergency dental/health care). Also, ECS will collaborate with local churches and community agencies (i.e. Clearing House, Christ Child Circle, DHR, Lions Club, etc.) to provide and/or improve services for homeless students.

Every effort will be made to ensure homeless students will not be stigmatized and/or alienated due to their status. All referrals will be confidential and identification of homeless status will not be included on the student's permanent record.

P. Parental Involvement

In recognition that the parent is the child's first and most important teacher and the parent's continued involvement is essential for the success of the child, the Eufaula City Board of Education is committed to building a strong parent-school partnership. ECS has been awarded a HIPPIY Grant for 3-5 year olds by the ASDE for 2009-2010.

Understanding the significant impact parental involvement has on a child's educational success, the Eufaula City Schools' Board of Education promotes and encourages parents, school personnel, local daycare providers, and Head Start to be involved in all aspects of their child's/student's education including:

- Parent involvement on system committees – Federal Programs Advisory, LEA Academic Council, Code of Conduct Review Team, Special Education Advisory Council, Preschool Task Force
- Community Involvement - Barbour County Chamber of Commerce Education/Youth Services Committee; Eufaula Boys and Girls Club; the Eufaula Education Foundation; Rotary Club; Kiwanis Club; Alabama Power Service Organization (APSO); Christ Child Circle; Wiregrass Rural Action Commission Education Committee
- Communication - system calendar of events; community fall and spring tours; Parent Conference Day; ECS website; teacher e-mail addresses
- Capacity Building – provide financial and technical assistance to individual schools to support parent involvement plans including a variety of workshops (i.e. technology, reading and math strategies, student assessment, discipline, etc.)

ECS will provide technical (parent involvement liaison) and financial assistance and other support necessary to assist participating schools in planning, developing, and implementing a comprehensive parent involvement program to improve student academic achievement and school performance. In an effort to maintain strong school and family partnerships, additional meetings with parents at the school level will strive to help parents understand Federal Program requirements including Parents' Right to Know, proficiency levels of academic standards and curriculum, interpretation of state and local assessments, and methods for monitoring their child(ren)'s education at home. Appropriate school personnel will inform parents of continuing education opportunities and will work with parents on techniques and activities to help their child(ren) achieve challenging state content standards.

The LEA parental involvement plan has been revised to meet the NCLB Act of 2001. It is located in Appendix F. Also, each SWCIP contains a component describing strategies to increase active participation of parents in their child's education. A copy of these plans is located in the Director of Federal Programs' office and at each local school. The descriptive procedures in the Eufaula City Board of Education Policy allows all parents to make and submit to the ASDE comments if they disagree with any aspect or component of the LEA consolidated application. Procedures are also in place to allow

parents to submit to the Eufaula City Board of Education comments of dissatisfaction with the School Parent Involvement Policy and Plan.

Parents' Right-To-Know

Parents will be notified at the beginning of each school year by letter and in the individual SWCIP if their child attends a Title I school and by Federal law, may request within the first four weeks of school information regarding the professional qualifications of their child's classroom teachers to include:

- Whether the ASDE has licensed or qualified the teacher for the grades and subjects he or she provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which ASDE qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- And whether their child is provided services by a paraprofessional, if so, their qualifications.

Upon receipt of the request, a response is mailed to parents within ten (10) working days. ECS provides information to parents in their native language either through a written translation or through the services of an interpreter for parents of ELL. Home visits are made when necessary to explain educational decisions that impact their child(ren).

Also, parents will be notified by letter according to Section 1116(c), when applicable, if the LEA did not make AYP for two consecutive years and has been identified for school improvement. This letter will include actions the SDE will take to assist the LEA in meeting AYP and strategies parents can use to support their child's school and school district.

ECS provides information to parents in their native language either through a written translation or through the services of an interpreter for parents of ELLs. Home visits are made when necessary to explain educational decisions that impact their child(ren).

School-Parent Compact

At the beginning of the school year, parents will be encouraged to sign a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Implementation of the contract will provide a means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. Copies of the compacts will be filed in each student's folder in their class or homeroom.

The goal of the Eufaula City Board of Education is to provide an education that prepares students to lead productive lives and ensures individuals are self-supporting and can

assume civic responsibilities. Research has proven students' potential for academic success improves when schools and homes form a strong partnership. Recognizing the importance of a partnership between home and school, Eufaula City Board of Education has stressed that all parent involvement programs, activities, and procedures be planned and implemented through meaningful consultation with parents and adherence to all program and financial guidelines included in federal and state legislation.

The LEA parental involvement plan and each local Title I schoolwide parent involvement plan has been revised to meet the *NCLB Act of 2001*. Also, each SWCIP contains a component describing strategies to increase active participation of parents in their child's education. A copy of these plans is located in the Director of Federal Programs office and at each local school. Any person with a concern about these can submit in writing any objections to the Director of Federal Programs and if the concerns are not addressed, contact can be made with the superintendent to receive an opportunity to address the Eufaula City Board of Education. Any additional concerns not resolved at the system level will be referred to the Federal Program Section at the ASDE.

In the fall, orientations are held by administrators to inform all students and parents of school rules, expectations, consequences, policies, and proficiency levels of academic standards and curriculum.

Q. School-Year Extension Programs

ECS will support before/after school, summer school, and school-year extension programs by providing technical support and facilities. Monies for personnel will be allocated from federal funds allocated to each school or through grants. ECS is on a modified school year calendar which supports additional learning activities such as before and after school tutorial services and school year extension programs by providing technical support and facilities. Title VI funds will assist in providing salary/benefits for HOPE Academy math teacher and non-cap computer hardware for credit recovery at EHS. ARI allocation is used to fund a reading coach at EPS and state funds are used to hire a second reading coach; state and local funds are used to hire one reading coach at EES. The Alabama Student Assistance Program encompasses three programs: At-Risk, Children's First, and High Hopes. These funds are used to assist in providing an alternative education program in grades K-8 by partially paying the salary and benefits for the HOPE Academy Director and a contract LPC to work with students and parents. Twenty percent of these funds have been awarded to the Eufaula Housing Authority to provide after-school tutoring using certified teachers for students grades PreK-5.

Summer school will be provided for any student in grades 2-5 failing 2 or more subjects (i.e. reading, language, or math). See Section D: Measurable Achievement Goals and Targets for assessments to be utilized in evaluating all instructional strategies and programs.

The Twenty-first Century grant is used to provide an after school tutorial at EES and AMMS and enrichment activities through contracted services with the Boys and Girls Club for students at EPS, EES, and AMMS.

Camp Invention, a week long enrichment program whose strategies are researched based is located at EES. It is open to all rising first through rising fifth grade students (i.e. home school, church, public, and private) within the community. A fee is charged, but community service groups provide scholarships to indigent students.