

The Fort Payne City Schools
Title I, Part A Local Educational Agency (LEA) Plan
FY 2017-2018

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Superintendent of Schools

**Fort Payne City Schools
Title I Local Educational Agency (LEA) Plan**

Introduction. The Fort Payne City School System is seeking to increase academic achievement for all students. The planning process has been driven by our beliefs that all children can learn, that quality education is a key component to every child's success, that we must find what works for every child, and that the learning process encompasses everyone—students, parents, teachers, and the community.

Mission. The Mission of the Fort Payne City School System is to provide child-centered learning so that every student may pursue any dream.

A. Student Academic Assessments. A description of the high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan that the local educational agency and schools served under this part will use—

- To determine the success of children served under this part in meeting the State student academic achievement standards,
- To provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii) of the Elementary and Secondary Educational Act (ESEA);
- To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum;
- To determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- To identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208.

In addition to the assessment requirements of the State of Alabama, Fort Payne City Title I schools will administer the following assessments annually:

- The STAR Early Literacy test, STAR Reading (K-2) students who have a 100-word working vocabulary, STAR Math (K-2).
- Global Scholar (3 times a year for students in grades K-12).
- Pearson Reading (throughout the school year for students in grades K-8).
- Pearson Math (throughout the school year for students in grades 5-6).
- USA Test Prep (throughout the school year for students in grades 9-12).

- Home reporting of student progress is an on-going activity that includes mid-term progress reports, report cards, letters and phone calls.

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

The Fort Payne City School System will disaggregate and analyze the following as it correlates to student achievement:

- Attendance data;
- Discipline data;
- Parent participation rates;
- Late enrollments;
- Transfers within the school year;
- Prevalence of "at risk" factors;
- Existing curriculum, instructional materials, and instructional strategies;
- Extended learning opportunities;
- Student health issues;
- School safety; prioritized needs; and
- Needs of migratory students, immigrant students, EL students, special education students, homeless students, N or D students, and economically disadvantaged students.

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

- Supplemental reading and math instruction through research-based methodologies;
- The Problem Solving Team (PST) at each school will help teachers write individual accommodation plans for students who need academic or behavior plans;
- Response to Instruction (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems.
- Various staff members provide intervention;
- ARI and ARSTI training will help teachers and administrators to be able to provide additional education assistance;
- At-risk checklist for flexibility grouping in reading;
- Continuous Improvement Plans (CIP) at all schools outline specific details of support for students who are struggling in reading and/or math;
- Computer and computer software, such as Compass Learning—Odyssey, Global Scholar, Lexia, Jump Start, and Rosetta Stone;
- Extended day morning and afternoon programs are available for K-8 students.

D. Professional Development. A description of the strategy the local educational agency will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if

appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119;

All Title I and Title II professional development activities are correlated to the needs of the schools based on a system-wide needs assessment. Local school needs assessments may also be used. Sessions are planned during the year at the school level and at the department level. If Title I and/or Title II funds are used, the Federal Programs Director helps coordinate all activities and resources. Some of the professional development activities include:

- Teacher professional development needs as identified in their Professional Learning Plans (PLP) through Educate Alabama
- Technology Conferences and trainings;
- Individual grade level conferences, seminars and trainings;
- Other appropriate staff development selected to support those activities described by Title I Schools in areas determined by our Title I comprehensive needs assessment and school Continuous Improvement plans (CIP); and
- District-wide professional development is provided through Title II and other professional development funds.

E. Coordination of Services. A description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;

- Work with the Head Start Program to track student's progress from kindergarten through second grade using a checklist to denote various developmental and educational stages;
- Speech teacher will work with children in the Head Start Program;
- HIPPY (Home Instruction for Parents of Preschool Youngsters) program will help teach parents how to prepare their pre-school age children for kindergarten; and
- Preschool Special Education services are provided to children ages 3-5 through the Early Intervention Program taught by the Speech Language Pathologist/Preschool Intervention Specialist. This preschool program provides a responsive, inclusive environment supporting the needs of all children and provides 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, accommodations and strategies that permit children to develop socially, emotionally, physically, academically, and participate in activities to their greatest potential.

- Children from Head Start, HIPPIY, and other preschool programs are invited to visit the school with their parents in the Spring before enrolling as students the following August;
- Pre-registration for kindergarten students is scheduled in April of each year. Prospective students are given packets which include alphabet cards, number cards, writing paper, pencils and crayons. Parents and students are also given a tour of the school.

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

- Parent or guardians of all new students must complete an employment survey during registration. All completed surveys are kept on file at the Central Office until they are picked up by the State Department of Education representative. If a student is identified as "migrant" by the State Department of Education Recruiter then a request for prior records of migrant enrollment is initiated. Upon receipt of the records a determination will be made as to the educational needs of the individual students (remediation, tutoring, etc.). Migrant students will be guaranteed equal access to educational programming for which they qualify.
- English Language Learners. All students, whose parents indicate that English is the child's second language, will be given the Access test within three school days of enrollment by EL staff certified to administer the test. Students who perform at the proficiency level on the language section will enter the regular instructional program. Students testing below the proficiency level will be considered for referral to the English Language Learners Committee for placement consideration within ten school days of enrollment.
- Each eligible child of a homeless individual will have access to a free appropriate education comparable to other education provided the children of district residents who are non-homeless, without isolation or stigma. Title I funds are available to help assist any student that is identified as homeless. All efforts will be made to accommodate the needs of the homeless student through a coordinated effort with the school system and outside agencies.
- Presently, the Fort Payne City School System does not have a facility that serves neglected and delinquent students. As Neglected and Delinquent agencies are added to our school zones, we will serve students as needed.
- Schools are fully handicapped-accessible. Children with handicaps are accorded the same opportunities for education as are all other students.

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

Schools in the Fort Payne City School System will participate, if selected, in the State National Assessment of Educational Progress.

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

The Fort Payne City School system will use the number of children eligible for free and reduced lunches to select school attendance areas.

H. Target Assisted. 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.

Currently all schools in the Fort Payne City System operate a Title I Schoolwide Program. Should a school in the system become a targeted assistance school, a multiple criteria selection will be used to identify students identified as most in need of services. This criterion will be student baseline test scores from the reading series used at the schools, ACT Aspire results (3-8), ACT testing at the high school, and teacher surveys. Points will be assigned to each of these areas and added together to create a point total for each student. This point total will be placed in ascending order. Students having the fewest point total will be considered those with greatest need and needing Title I reading and/or math services.

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

All schools in the Fort Payne City School System are currently designated as Title I Schoolwide Schools. They will provide those services described in its individual plan (CIP) including employing additional qualified personnel to provide instruction in smaller groups and/or providing additional equipment, materials and educational activities.

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

Parents or guardians of all new students must complete an employment survey during registration. All completed surveys are kept on file at the central office until they are picked up by the State Department of Education representative. If a student is identified as "migrant" by the State Department Recruiter then a request for prior records of

migrant enrollment is initiated. Upon receipt of the records a determination will be made as to the educational needs of the individual student (remediation, tutoring, etc.).

A migrant student can be any nationality or race. The following are standards that must be met: Child must have moved from one system to another; Child must move with or join a parent or guardian who has made the move to search for or work in the many jobs in timbering, fishing and/or agriculture. A child is eligible to be served for three years from the date of the qualifying move. This eligibility follows a student even if they move on to another location and parents don't work in a qualifying job in that location. Eligibility is not determined by academic need or by a low socio-economic status. It is solely determined by the qualifying move to search for work in certain jobs. Migratory students will be served on the same basis as other students in the various programs at all Title I schools in the Fort Payne City School System, using the same criteria to identify at-risk students.

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

Title I funds may be used to support pre-school programs for children in the Fort Payne City School System. Title I funds have been used to pay the salary, fringe benefits, and instructional materials and supplies for one pre-school teacher at Wills Valley Elementary School. This will continue as funds are available.

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

At the present time, no schools in the Fort Payne City School System are in school improvement, but should their status change, the Fort Payne City Schools will assist these Title I Schools identified under Section 1116 for school improvement by providing technical assistance in the following ways:

- In reviewing performance data;
- In reviewing and rewriting program interventions;
- In school improvement planning;
- In analyzing assessments results;
- In strengthening extended learning opportunities;
- In the budgeting process;
- In identifying staff and administrators in need of additional professional development related to improving the academic performance of students;
- In expanding communication between the school, parents, and community stakeholders.

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

Since there are no grades in the Fort Payne City School System that are split between schools, public school choice does not apply at this time. Wills Valley Elementary School has grades K-2, Williams Avenue Elementary School has grades 3-4, Fort Payne Middle School has grades 5-8, and Fort Payne High School has grades 9-12.

Should it become necessary, the Fort Payne City Schools will utilize the Alabama State Department of Education Supplemental Educational Service Provider Kit for guidance. Furthermore, the Fort Payne City Schools will:

- Schedule Supplemental Educational Providers, from those on the state approved list;
- Notify parents of all eligible students that supplemental educational services will be used at all schools in the Fort Payne City School System.
- Encourage parents to participate in the process for selecting a supplemental educational service provider;
- Determine the criteria to be used to determine low-achievement status and rank-order students in low-income group by achievement levels; and
- Identify students to receive supplemental educational services, starting from the top of the rank-order list.

N. Qualifications for Teachers and Paraprofessionals. A description of how the local educational agency will meet the requirements under ESSA, Sec. 1112 (e)(1)(A)

In order to comply with the Every Student Succeeds Act (ESSA), each local educational agency (LEA) supported with Title I funds will ensure that all teachers and paraprofessionals working in a program supported under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

At the beginning of each school year, each LEA supported with Title I funds shall notify parents that they may request and the LEA will provide on request and in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including:

1. Whether the student's teacher:
 - Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
 - Is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications, including state requirements:
 - Secondary school diploma or its recognized equivalent.
 - Completed two years of study at an institution of higher education.
 - Obtained an associate's (or higher) degree.
 - Workkeys Assessment

O. Services Provided Homeless Students. A description of the services the local educational agency will provide homeless children, including services provided with funds reserved under Section 1113(c)(3)(A).

It is the policy of the Fort Payne City School System, to the extent practicable under requirements relating to education established by state law, that each eligible child of a homeless individual and each eligible homeless youth have access to a free appropriate education comparable to other education provided the children of district residents who are non-homeless, without isolation or stigma.

Title I funds are available each year for the purchase of supplies and to provide fees for documents. All efforts will be made to accommodate the needs of homeless students through a coordinated effort with the school system and outside agencies. Homeless students are not denied transportation or other rights as a student due to their status as homeless.

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

- The LEA will include parents of students enrolled in a Title I school on the committee to develop and annually evaluate the system-wide Title I Plan;
- The LEA will coordinate with the Title I school to provide assistance in planning and implementing effective parent involvement activities such as workshops, special programs and in-service training. The school will determine its needs through an annual needs assessment that will be addressed in the Title I Plan;
- The LEA will:
 1. Assist schools with the planning of programs for annual parent orientation at the school to explain the program and facilitate joint development of the School-Parent compact and the Title I Plan;
 2. Provide information on materials for purchase, training and resources to help parents with their child's achievement;
 3. Assist schools in how to reach out, communicate with, and work with parents as partners;
 4. Provide schools with LEA adopted procedures for parent involvement; and
 5. Provide leadership training to parent liaisons at each school.
- The Title I Program will collaborate with other agencies, such as

Head Start and other community agencies to coordinate and integrate parent involvement activities reflecting the goals of the Department of Education for the State of Alabama in the areas of school improvement and accountability.

- The LEA will help identify barriers to parent involvement through teacher conferences, home visits, surveys, contacts and collaboration with other agencies.
- The LEA will use the findings of the annual parent evaluation to assist schools in the analysis, review and revision of school improvement plans and strategies that will improve parent involvement and steps toward making adequate progress of goals and objectives of their School Improvement Plans and Title I Plans by providing

1. Technical assistance
2. Information on effective programs
3. Information on materials for purchase, training and resources to enhance programs
4. Assistance with training and communication
5. Ethnic and minority group representation on an ad hoc committee.

Q. Parent's Right-to-Know Implementation Plan

At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving this part that the parents may request, and the agency will provide the parents on request, and in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

1. Whether the teacher has met state qualifications and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived.
3. 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.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications. Parents shall submit such requests in writing to the local school. Once this request is made, the school will send the information to the parent(s) in a timely manner, usually in less than two weeks.

The following steps will be conducted to inform parents of their "Right-to Know":

1. At the beginning of each school year the "Parent's Right-to-Know" information will be distributed to parents through the parent/student handbook that every child receives. An acknowledgement form is signed by the parent and the student indicating they have received and read or had read to them, the handbook and the form is returned to the school to be kept in the Student's record folder during the school year.
2. Parents at each school are invited to attend a Title I parent meeting at the beginning of each school year. At that meeting parents are informed of their "Parent's Right-to-Know" and how a parent can request the qualifications of their child's teacher and how they

will be informed by the school if their child is taught for more than 20 consecutive days by a teacher who is not high qualified.

3. Before the start of each school each year the Federal Program Coordinator will advise principals that in the event a parent requests information concerning a teacher's professional qualifications the following actions would be taken: first the parent would be notified in writing by the principal that a request must be made by the parent to the principal in writing concerning the teacher's qualifications. Next, upon receipt of the written request from the parent, the principal will fill out and submit to the parent the Parent's Right-to-Know form developed by the LEA. This form will be given to the parent within 10 working days from the date the written request was received by the principal.

4. The principal at each school will keep a copy of any request and the subsequent documentation sent to a parent in a file in their office. At the end of the school year this file will be sent to the Federal Program Coordinator to be kept on file in his office. If no requests are made to a principal during the school year, a written statement to that effect will be sent to the Federal Programs Coordinator at the conclusion of the school year.

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

The Fort Payne City School System will offer remediation to students that fail to meet recommended levels of proficiency. These opportunities will be offered before and after school through the Extended Day Program which meets at Wills Valley Elementary and serves students in grades K-8. This program meets from 5:30 a.m. until 7:15 a.m. and from 3:15 p.m. until 5:30 p.m. Monday through Friday. Students are offered homework help, computer lab assistance, and their parents are also kept abreast of their child's progress while attending the Extended Day Program. When numbers dictate a summer Extended Day Program is also conducted Monday through Friday from 7:30 a.m. until 5:30 p.m. during the months of June and July to be of assistance to students needing extra help in reaching and/or meeting state testing standards.

ASSURANCES IN GENERAL- Each local educational agency plan shall provide assurances that the local educational agency will:

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

(B) Provide technical assistance and support to schoolwide programs;

(C) Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;

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

(E) Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1112, and timely and meaningful consultation with private school officials regarding such services;

(F) 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;

(G) In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;

(H) Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;

(I) Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;

(J) Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;

(K) Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;

(L) Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;

(M) Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;

(N) Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(O) Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

(P) Concerning Students in Foster Care, the LEA will collaborate with the state and/or local welfare agency to: Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that it has designated a point of contact for the LEA; Ensure that foster youth who need transportation to the school of origin promptly receives it in a cost-effective manner, and in accordance with the child welfare agency's authority to use child welfare funding available under section 475(4)(A) of Title IV-E of the Social Security Act to provide transportation; To ensure that if there are additional costs incurred in providing transportation to the school of origin, LEA will provide it **IF** they are reimbursed by the child welfare agency; the LEA agrees to pay the cost; **OR** the LEA and child welfare agency agree to share the cost.

Title I Plan Development and Duration.

The Title I Plan of the Fort Payne City Schools reflects the shared responsibility of schools, teachers and the Fort Payne City School system in making decisions regarding activities under Sections 1114 and 1115. It was developed by a committee consisting of teachers, principals, administrators, and other appropriate school personnel, and with parents of children in a school served by Title I. The results of the annual evaluation of the Title I program will be considered by the above-described committee when it meets to review and update this plan each year. Parents will be notified in the Student Handbook that a copy of this Plan will be on file in the Principal's Office and in the office of the Federal Programs Coordinator.

This plan shall be submitted for the first year for which this part is in effect following the date of enactment of No Child Left Behind Act of 2001 and shall remain in effect for the duration of the agency's participation under this part.

State Approval. This plan shall be filed according to a schedule established by the Department of Education of the State of Alabama and will be available on-site during consolidated State monitoring.

This plan was adopted/approved by the Fort Payne City Schools on June, 2015 and will be in effect for the period of 6 years (2015-2021). The School District will make this plan available to all parents of participating children upon request.

Superintendent, Fort Payne City Schools

Date

