

Elba City Schools
LEA Title I Plan
2013-2014

The Planning Process

A system-wide Federal Programs Advisory Committee was formed in the Elba City School System for the purpose of reviewing and serving as participants in the completion of the Consolidated Application. The committee also reviewed and revised policies and plans such as the LEA plan that includes requirements set forth by No Child Left Behind Act of 2001 and PLAN 2020. The committee, consisting of parents, teachers for different grade levels, administrators, and community members, met in the Elba Elementary School conference room three times during the school year reviewing pertinent information. To ensure that student needs are identified and all available resources are utilized, input from parents and community members was actively sought. The planning process also included a discussion of the requirements of the LEA and Title I plan. The committee members were charged with the responsibility of making decisions regarding the LEA plan. In addition to discussing the needs of economically disadvantaged students, the planning process also included identifying and addressing the needs of students who are English Language Learners, migratory, homeless, and neglected and delinquent.

The goal is to implement a plan that would assist students in meeting the academic achievement goals on state content standards using scientifically based research. The goals of the program are communicated to the principal and other stakeholders. After reviewing the requirements, allocations, uses of funds, set asides, administrative cost, available data, and the overall Title I consolidated application for the ensuing year, the team formulated a plan to address the needs of the school system. The team approved the application, plan, and budget to accomplish the goals and objectives as established. Implementation of the plan is reviewed and monitored throughout the school year. Copies of the LEA plan are housed at the superintendent's office and in the school office, the building principal's office, and the school library. Notification is made at open house, PTO, and parent meetings.

In order to improve student achievement, Elba Elementary School has made a conscience effort through this consolidated plan to align the various programs in a coordinated effort to supplement the local and state education improvement efforts. The focus is on changing education strategies, encouraging comprehensive systematic school reform, upgrading instructional and professional development to align with high standards, strengthen accountability, and promote the coordination of resources to improve education for all students.

The consolidated plan will provide a framework for determining how resources of federal programs will be used; it encourages cooperation and collaboration across federal programs and integrated federal program goals with Elba Elementary School's plan for educational improvement.

- A. *A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this part will use.*

Comprehensive Needs Assessment

Teachers, counselors, and administrators will utilize the following assessments to insure high quality instruction and to determine student success in meeting the state's student performance standards.

2013 Alabama Reading & Math Plus Assessment Results

Grade 3 Reading

Achievement Levels	Performance	Number	Percent
Level IV	Exceeds Standards	24	46%
Level III	Meets Standards	24	46%
Level II	Partially Meets Standards	3	6%
Level I	Does Not Meet Standards	1	2%

Grade 3 Math

Achievement Levels	Performance	Number	Percent
Level IV	Exceeds Standards	22	42%
Level III	Meets Standards	14	27%
Level II	Partially Meets Standards	16	31%
Level I	Does Not Meet Standards	0	0%

Grade 4 Reading

Achievement Levels	Performance	Number	Percent
Level IV	Exceeds Standards	22	47%
Level III	Meets Standards	21	45%
Level II	Partially Meets Standards	4	9%
Level I	Does Not Meet Standards	0	0%

Grade 4 Math

Achievement Levels	Performance	Number	Percent
Level IV	Exceeds Standards	28	58%
Level III	Meets Standards	14	29%
Level II	Partially Meets Standards	5	10%
Level I	Does Not Meet Standards	1	2%

Grade 5 Reading

Achievement Levels	Performance	Number	Percent
Level IV	Exceeds Standards	23	46%
Level III	Meets Standards	24	48%
Level II	Partially Meets Standards	3	6%
Level I	Does Not Meet Standards	0	0%

Grade 5 Math

Achievement Levels	Performance	Number	Percent
Level IV	Exceeds Standards	40	80%
Level III	Meets Standards	9	18%
Level II	Partially Meets Standards	1	2%
Level I	Does Not Meet Standards	0	0%

Grade 6 Reading

Achievement Levels	Performance	Number	Percent
Level IV	Exceeds Standards	29	53%
Level III	Meets Standards	19	35%
Level II	Partially Meets Standards	7	13%
Level I	Does Not Meet Standards	0	0%

Grade 6 Math

Achievement Levels	Performance	Number	Percent
Level IV	Exceeds Standards	10	18%
Level III	Meets Standards	27	49%
Level II	Partially Meets Standards	18	33%
Level I	Does Not Meet Standards	0	0%

**End of the Year DIBELS
Data**

Kindergarten

	Letter Naming Fluency (LNF)	Phoneme Segmentation Fluency (PSF)	Nonsense Word Fluency
Low Risk			
Some Risk			
At Risk			

First Grade

	PSF	NWF	Oral Reading Fluency (ORF)
Low Risk			
Some Risk			
At Risk			

Second Grade

Third Grade

At the end of each school year, student achievement is reviewed in order to assist with instructional planning for upcoming school year. DIBELS data and program data are reviewed by teachers, reading coach, and school administration in order to make appropriate instructional decisions for each student. New students are screened upon entry.

All achievement data will be disseminated for review by faculty and staff, parents, community, and other interested persons for the purpose of determining school and student success in meeting state and local performance standards; utilizing appropriate instructional strategies; evaluating program effectiveness and revising program components as needed. Distribution and analysis of data will include:

1. Parent conferences
2. ARMT+ Student Reports
3. Press / news media releases
4. Data meetings
5. Locally Developed assessments

Elba City Schools will provide individual student academic results to parents and will provide interpretation of the results to LEP parents through on staff interpreters and the use of TransAct.

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

Classroom observations, program data from various subject areas, DIBELS data, and data gathered from Global Scholar in addition to the state mandated assessments, will be used to design each student's instructional plan.

C. A description of how tire 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;

The Elba City School system uses information obtained from various assessments to assist in diagnosing the effectiveness of instruction. A plan of action is formulated through the use of several resources. Individual students who are identified as at-risk of meeting the state's challenging academic achievement standards are offered assistance through extended day (after-school tutorial), summer school programs, and interventions outside of the daily content area subjects. These students are identified by the classroom teacher based on classroom observations and data gathered from classroom assessments and alternative assessments such as DIBELS and Global Scholar. Students are then targeted for receiving accommodations in identified area(s) of weakness. Response to Instruction (RTI) monitors the progress of at-risk students. Classroom teachers compile a list of students who are not making progress based on the previously listed assessments. The list is submitted to the Problem Solving Team (PST). The teachers then meet with the PST to identify needs of the student and to make recommendations to the instructional intervention plan and/or behavioral strategies for the teacher to implement in the classroom. The PST and the teachers meet after progress reports are distributed and at the end of each grading period to evaluate the student's progress and assess the effectiveness of intervention.

Recommended Strategies:

1. Peer tutoring
2. Sessions with the school counselor
3. Behavior charts, contracts, and reports
4. Data meetings/grade level meetings to determine if more intervention is needed based on progress monitoring.
5. Preferential seating
6. Compass Learning Computer Program
7. Small group instruction both in and out of the regular classroom

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

Professional Development will focus on high performance, job-embedded, sustained professional development based on research approved instructional strategies. On staff and outside resources will be coordinated to help develop all teachers professionally and assist students in meeting state performance standards.

Elba Elementary School (Title I school) has developed a school professional development plan, which includes the following:

Reading - All Kindergarten through Third Grade students at Elba Elementary School will receive reading instruction for a minimum of 90 minutes per day using the state approved scientifically based reading programs, McGraw-Hill Wonders. Fourth through Sixth grade students will receive, at a minimum, one hour of reading instruction from the same reading program in order to ensure continuity of reading instruction. Using program data and DIBELS progress monitoring data, students who are identified as at-risk also receive a minimum of 30 minutes of reading intervention daily. (Tier II) These students are closely monitored, and intervention time is extended as needed in order to meet the needs of all students. (Tier III) Teachers of grades fourth-sixth will participate in monthly job embedded professional development provided by school reading coach and state department personnel. Teachers of grades kindergarten-third will receive professional development from the state regional reading coach and instructional coach that is reading program specific. These professional development providers will assist teachers, instructional coach and administrators in analyzing the program data and DIBELS data of all students to ensure that student needs are being met and that students are succeeding in the reading program. Instructional changes will be made as needed through the implementation RtI.

As an Alabama Reading Initiative reading site, this plan-consisting of the implementation of a state approved scientifically based reading program, monthly, on-going, program specific professional development, and the employment of a full-time reading coach, was approved and is in compliance with the guidelines of the Alabama Reading Initiative.

Elba Elementary School will conduct monthly grade level data meetings in order to monitor the progress of all students and to make instructional changes as needed to ensure that the needs of all students are being met.

Based on school math and science data, all teachers and administrators participated in AMSTI training during summers 2008 and 2009. Teachers participate in professional development from the AMSTI staff based on classroom, data-driven needs and as new teachers are hired and/or change grade levels.

Technology -The teachers at Elba Elementary School will have the opportunity to participate in several technology trainings to further assist them with utilizing technology in their daily instruction. Programs offered will include: Technology in Motion (basic computer skills), Compass, Kid's College, and Global Scholar. The elementary school staff was trained to utilize the Compass Learning Lab. All students in Kindergarten through Fourth grade are scheduled to attend the computer lab each week where the instructional focus is math. Fifth and Sixth grade students participate in math activities in the computer lab bi-weekly. Accelerated Math is used daily in Second-Sixth grades. Accelerated Math allows student to work at their own pace in math. Teachers meet with students as needed to reinforce skills as identified in the Accelerated Math program. Teachers assign Accelerated Math objectives based on the course of study objectives as they are introduced each nine weeks. Elba Elementary School will also produce a school website to be used as daily parental involvement.

In addition to the previously mentioned technology used, teachers have been trained to utilize Kid's College, a computerized assessment that identifies areas of strengths and weaknesses in order to inform teachers of areas that may need additional instruction. Kid's College also provides students with tutorial activities in reading and math to reinforce specific skills until those skills are mastered. Teachers were trained to use Global Scholar, a computerized assessment, to identify math student proficiency on Common Core Standards. Teachers can base instruction immediate Global Scholar data reports. Global Scholar Performance Series assessments are administered at the beginning, middle and end of the school year. Global Scholar Achievement Series is used as benchmark tests and are given at the end of each nine weeks.

Teachers and staff are provided with on-going professional development activities throughout the year. Teachers are provided with release time to participate in some professional development activities and are given the opportunity to meet in grade-level meetings throughout the year to evaluate the process and to design instructional plans for students.

E. A description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as- Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including

plans for the transition of participants in such programs to local elementary school programs;

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

The Elba City School System will coordinate and integrate services provided under this part with other educational services at the LEA or at the individual school level by focusing on the needs of all students. Such integration and coordination will include services for children with non-English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children (non identified), in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The unique physical, emotional, and instructional needs and problems are referred to the appropriate school personnel and addressed accordingly. Regular classroom teachers are members of the Federal Programs Advisory Committee and all teachers who serve Title I students are surveyed at the end of the school year in a continued effort to improve the school system's Title I Program. The Title I Plan includes coordination and integration of federal, state, and local services, resources, and supplemental supplies/ materials to improve classroom instruction.

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

Elba Elementary School has not been selected to participate in the State National Assessment of Education Process in grade 4, however if selected, the LEA will participate in the assessment.

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

The 20 day after Labor Day report will be used to identify disadvantaged and low income students.

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

Currently, the LEA does not have any Targeted Assistance Schools, however in the event poverty data will be used for selection. The data will be placed in rank order and procedures will be set to determine the students who will be served.

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

Presently, there are no facilities to serve students. However, procedures are in place should the Elba City School System identify students who need services. The programs to be conducted by the Elba City School System where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs include the following:

Services for neglected or delinquent students enrolled in the Elba City School System are provided through tutorial programs, summer school, and extended day. Services for students are coordinated with other educational services, in the school system, and with community agencies.

J. A description of how the local educational agency will ensure that 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;

At the beginning of the school year, the system's student population is surveyed to identify migratory students. The annual surveys serve as the identifier of migrant students. When certified as migrant, students will receive equitable access and full participation in all of our school's programs. Extended learning opportunities are offered during the year and summer which include migrant students.

School Admission Policy For the
Homeless, Migrant, Non-English Speaking,
Immigrant, Neglected, or Delinquent, or Disabled

Students who are to attend the Elba City School System and who are homeless, migrant, limited English speaking, immigrant, neglected or delinquent, or disabled will have access to a free, appropriate education and will not be prohibited from school attendance due to barriers such as:

- Residency requirements
- Lack of social security number
- Lack of birth certificate
- Lack of immunizations

- Legal custody requirements
- Lack of school records or transcripts
- Transportation
- Language barriers
- Disabilities

Should students enter without the required documents, principals and/or designated staff, with the assistance of appropriate system level personnel, will take necessary steps to secure the required documents.

Homeless, migratory, and LEP children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

It should be noted the Elba City Schools does not participate in funded Homeless, Neglected, Delinquent, Migrant, or LEP programs. However, children who fall into these categories will receive the same Title I services as all other students. Elba City Schools has guidelines on file for each program.

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

Our school system conducts a transitional program in the spring at Elba Elementary School for Head Start students who are eligible for kindergarten enrollment at the beginning of the upcoming school year. Elba Elementary School also conducts a two-day Jump Start program for those students. These services provide an introduction to our school system's kindergarten program. A session for parents is provided. The session includes suggestions on how parents can assist their children in kindergarten. At this time, parents may receive assistance in completing the enrollment process.

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

Administrators review state data when received to identify schools, which did not make Adequate Yearly Progress (AYP) as defined by the State Department of Education.

Currently, our Title I school did make AYP. However, if necessary efforts would be made if the school were close to caution by providing technical assistance, sustained professional development, and financial resources for improvement and reform strategies.

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

The Elba City School System will implement procedures for School Choice and Supplemental Services as identified by the State Department of Education for school improvement if the Title I school does not make AYP for two consecutive years. A school identified for School Improvement must also provide parents with an explanation of what the identification means, why the school was identified, what the school and the system are doing to address the problem of low achievement. Since there are only two schools in the district, the system is not able to offer school choice.

N. A description of how the local educational agency will meet the requirements of section 1119;

The LEA will only employ teachers who have met highly qualified status. In the event a non-highly qualified teacher is employed, the LEA will take steps to ensure that highly qualified status is obtained in a timely manner including paying for classes needed to obtain the highly qualified status. All paraprofessionals employed will need a minimum of a 2 year degree or should have passed the Work Keys Assessment.

O. A description of the services the local educational agency will provide homeless children, including services provided with funds reserved under Section 111J (c)(J)(a);

Currently the system is in the process of identifying students meet the qualifications of Homeless under the McKinney-Vento law. When students have been identified, Title I funds will be used to provide services including the mandatory set-asides for Homeless services. Services may include tutoring, counseling, dental/vision care, school supplies, school clothing, transportation, school fees, assistance in obtaining a birth certificate, school records, immunizations or health records and referrals to community agencies.

P. A description of the strategy the local educational agency will use to implement effective parental involvement under section 1118; And

Parental Involvement in Plan/Program Development

Elba City Schools seeks to involve parents in the development of its Parental Involvement Plan in accordance with Board Policy. To this end, an advisory committee of parent and staff representatives, the Parental Involvement Coordinators, and LEA administrators is established. This committee convenes to evaluate and update the school's Parental Involvement Plan. The committee will annually evaluate and update the plan in order to best serve the students' and parents' changing needs. Adjustments are made to the plan based upon parent evaluation surveys made available to all parents, as well as upon teacher input. Surveys are sent home by students and made available at the school. A copy of this plan is distributed to parents at the annual parental open house.

Annual Parental Involvement Meeting

During the first month of the school year, Elba City Schools hosts its Annual Parent Open House for the parents of all of our students. This meeting serves not only as an opportunity for our parents to meet informally with our staff, but also to contribute to the development of our annual Parental Involvement Plan. During the meeting, parents are encouraged to complete an evaluation of the prior year's programs and fill out a questionnaire that will be used to determine needs and concerns addressed by our plan. Parents are notified of this meeting through (1) notices sent home by students, (2) monthly school calendar, (3) notice printed in the Elba Clipper, (4) student planners, and (5) phone/face-to-face contact with non-English speaking parents and translators as needed. Topics addressed at the meeting include:

- EES as a Title I school
- Elba City Schools Board Policy regarding parental involvement
- The schools' parental involvement plans
- General description of the school's curriculum and school-wide assessments
- How to schedule parent/teacher conferences
- Parent survey/questionnaire
- Parent-student-teacher-principal compacts

Distribution of Funds

In an effort to foster ongoing home-school communication, a portion of our funds are used to purchase planners for every child at the elementary school. These planners are utilized by all teachers to ensure that parents are aware of class work and homework assignments, as well as to provide for daily communication. Parents are encouraged during our Annual Open House to offer suggestions concerning the distribution of funds. It is requested that the suggestions be put into writing and submitted to office personnel. Parents' responses to survey items also provide feedback to the efficiency of fund dispersal.

Various Opportunities for Involvement throughout the School Year

In an effort to offer all parents opportunities to participate in parent meetings, four 6:00 meetings are scheduled periodically throughout the year, in addition to the Annual Parent Open House. Furthermore, an October meeting is scheduled to be held from 3:00 until 7:00 p.m. specifically for the purpose of allowing opportunities for parents to meet with teachers to discuss academic progress. The administration is available for parent conferences from 10:00 until 2:00 daily. Teachers are available before and after school and during individual planning periods. Other opportunities for parental involvement include:

- Grade Level Parent Orientation – During the week prior to school starting, grade levels host a Parent Orientation. During the orientation, parents are informed of general curricular requirements and activities, made aware of important school policies, and are introduced to their children's new teachers.
- Grandparent Visitation Day – Grandparents visit the classroom to observe a lesson in progress and share with the students.
- Parents for Lunch -All parents are invited to eat lunch with their children at school.
- PTO -All parents are invited to join and assist with fundraising and make suggestions for funds distribution.
- EES Annual Field Day -Parents are invited to be spectators as students in all grades participate in events held on the football field. Parent volunteers assist on the field.
- Awards Day -Parents are invited to attend Awards Days held at each school in May.
- Parent-Teacher Conferences -Parents are asked to attend a minimum of two conferences each year. During these conferences, teachers communicate academic progress, interpret assessment results, and offer suggestions for working with students at home.
- Various other opportunities exist through different clubs and organizations throughout the year.

Maintain Open and Timely Communication with Parents

The staff and administrators at Elba City Schools believe that open and timely communication with parents is vital to the success of the LEA. The following are methods used to ensure that parents are kept informed of events at the school and in the classroom, as well as opportunities for parental involvement:

- Weekly Folders –Every student at EES takes graded papers home once a week to be signed. Each grade level has a unique-colored folder. Parents know when to expect the folders and are enabled to stay abreast of in-class work.
- Student Planners –Every student at EES has a student planner (calendar) which is part of teacher directed instruction each day. The planner is used to record homework, upcoming tests and assignments, notes to and from school/home, and other important announcements.
- School-wide monthly calendar

- Phone/face-to-face contact with non-English speaking parents and translators (as needed); Translation of notes/parent communication by interpreter/translator.
- Column in the Elba Clipper – School events and news are published in "The Tiger Tales" column of the local newspaper edited by Elba High School's journalism class.
- Informative Flyers – Students are given flyers to take home as reminders of events.
- Elba Elementary Handbook -The handbook is an invaluable tool for parents as it includes all pertinent policies of the school, bus routes, lunch costs, state assessment dates, grading guidelines and a myriad of other useful information.
- Periodic Progress Reports are sent home during each grading period.
- www.elbaed.com - links to Elementary School website.

Interpretation of Assessment Results

Results of state assessments are related to parents during October's Parent Meeting. Parents are provided "home" copies of results and teachers interpret the meaning of the data. The school counselor explains assessment results to students during classroom guidance sessions. Parents are encouraged to schedule additional conferences with teachers during planning periods or after school as needs arise. Parents may also contact the school counselor for more information regarding their student's assessment results.

School - Parent Compact

By signing our Student/Teacher/Parent Compact, parents agree to do the following:

- Ensure that students are timely and present regularly
- Support the school discipline policy
- Establish a time for and review homework
- Provide an appropriate place for study
- Encourage and read with their children
- Maintain awareness of what children are learning

Teachers and administrators agree to:

- Provide appropriate/meaningful assignments
- Provide necessary support to parents so that they can help
- Encourage students and parents by providing student progress information
- Strive to make learning enjoyable
- Maintain an environment conducive to positive home-school communication

Building Capacity for Strong Parental Involvement

To increase parents' involvement and to ensure a strong partnership, Elba City Schools hosts numerous informative meetings designed to train parents in understanding state standards and assessments and in monitoring student progress.

Q. A description of the process/procedures the LEA uses to ensure the implementation of the Parents Right-to-Know provisions under Section 11111(h)(6), Section 1112(g), and Section 3302.

Parents' Right-to-Know Plan

In accordance with Title I of the No Child Left Behind (NCLB) Act of 2001, parents through the Right-To-Know provision, may request information regarding the professional qualifications of their child's teacher(s) or the qualifications of paraprofessionals providing services to their child.

Additionally, parents may request information about their child's level of achievement on any state academic assessments.

This notice is printed in the parent-student handbook and distributed on the first day of school or upon enrollment of a new student. When requesting this information, a written request to the school's principal is required. A prompt response with requested information is forwarded to the parent(s).

The NCLB requirements has greatly strengthened parent's right-to-know and to be informed on several topics, including the following –

- 1) At the beginning of each school year, a school receiving Title I, funds must notify the parents of each student attending any Title I school, 2) whether the teacher has met state qualifications and licensing criteria for the grade level and subject areas in which the teacher provides instruction, and 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.

Parents are informed of Title I status, class-size reduction units, AYP status, highly qualified teacher status and how to submit suggestions and concerns.

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

Currently, Title I funds are not budgeted to support before school, after school, and summer schools programs.

Dispute Resolution

If there is a concern and you would like to dispute the content included in the Elba City Schools Title I Plan, you should contact the Director of Federal Programs at the contact information provided below.

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