

LEA
Title I Plan



THE SCHOOLS *of*
Gunterville

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Superintendent

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1. Sec. 1112(b)(1)(A)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

The Guntersville City district staff leads principals, counselors, and teachers in data analysis at the school. This data drives each schools' Continuous Improvement Plans and professional development offerings. The schools' RTI plans address how students will be helped in areas of weakness.

Individual student reports are discussed with parents at the first parent/teacher conference and are sent home with students. Communication with parents concerning students' academic progress is an ongoing process. School wide performance indicators are correlated with the State's student performance standards as determined by the ALSDE, using student assessment information from assessments such as the following: Pre-ACT, ACT, Alabama Alternate Assessment (AAA), ACCESS for ELs, and ACAP. Assessment results, report cards, and parent conferences are used to inform parents of the students' progress. A system-wide call-out system is available for principals to use to contact parents concerning other family & parent engagement opportunities like open house, parent training sessions, and PTO meetings. Schools continually assess student performance through the use of core reading programs. Guntersville City Schools will use the following student data indicators:

- Attendance rate among students and staff
- In-school and out-of-school suspensions
- Retention rate – one or more grades
- Behavior
- School Incident Report Data
- Alabama's Accountability System
- Parent and Family Engagement Participation
- College Readiness Indicators
- Grad Rate
- CCRIs
- Student survey data

2. Sec. 1112(b)(1)(B)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

Periodically during the school year, at-risk data is collected regarding the progress of all students. Teachers, counselors, and administrators participate in Data Meetings to monitor at risk student progress. Response To Instruction (RTI) is also implemented in each school. All students receive Tier 1 instruction. Re-teaching and small group

instruction is provided as needed. Certain students are identified as needing additional Tier 2 or Tier 3 instruction to meet the academic achievement standards.

Annually, assessments are reviewed to assess both progress indicators for a specific year and trends that occur over a period of years. The data is analyzed and disaggregated in compliance with state and federal reporting procedures. Grade report data is used in the analysis to determine strengths and weaknesses of the existing curriculum. Finally, the number of students performing in each proficiency level is determined.

Each school has an established team for the purpose of conducting an annual review of all data sources. The team meets each summer to determine whether goals have been met, make revisions in continued goals, and set new goals. The data sources used in determination include state and local assessment data, attendance data, graduation rate, promotion/retention rate, surveys, state accountability measures, school-wide plan, and any other sources deemed applicable.

Having collected all the pertinent data, the school teams will consider the information and refine their curricular plans including the impact of federal programs to more adequately meet the needs of students. Based on the results of this review the school's federal programs, activities and programs will be implemented as deemed necessary to better serve all students to meet performance standards. The goals of each school are published on the local school campuses and are shared with constituents at Annual Parent meetings and via the school's web pages.

3. Sec. 1112(b)(1)(C)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

Periodically during the school year, at-risk data is collected regarding the progress of all students. Teachers, counselors, and administrators participate in Data Meetings to monitor at risk student progress. Response To Instruction (RTI) is also implemented in each school. All students receive Tier 1 instruction. Re-teaching and small group instruction is provided as needed. Certain students are identified as needing additional Tier 2 or Tier 3 instruction to meet the academic achievement standards.

Annually, assessments are reviewed to assess both progress indicators for a specific year and trends that occur over a period of years. The data is analyzed and disaggregated in compliance with state and federal reporting procedures. Grade report data is used in the analysis to determine strengths and weakness of the existing curriculum. Finally, the number of students performing in each proficiency level is determined.

Each school has an established team for the purpose of conducting an annual review of all data sources. The team meets each summer to determine whether goals have been met, make revisions in continued goals, and set new goals. The data sources used in determination include state and local assessment data, attendance data, graduation rate, promotion/retention rate, surveys, state accountability measures, school-wide plan, and any other sources deemed applicable.

Having collected all the pertinent data, the school teams will consider the information and refine their curricular plans including the impact of federal programs to more adequately meet the needs of students. Based on the results of this review the school's federal programs, activities and programs will be implemented as deemed necessary to better serve all students to meet performance standards. The goals of each school are published on the local school campuses and are shared with constituents at Annual Parent meetings and via the school's web pages.

All students regardless of gender, race, national origin, color or disability will be given equal access to the programs operated by the Guntersville City School System. Likewise, children identified as Migrant, EL, Neglected, Delinquent and Homeless will be identified for services using the same criteria as for other students in the school system.

As a component of the Title II-funded professional development activities, teachers will be trained to encourage all students, especially the historically under-served populations, to develop competencies and interest in reading/language arts, math, and other core subjects.

Currently, there are no identified private schools located in the Schools of Guntersville district. The schools outside our area where some Guntersville students attend have elected not to participate or receive federal funds.

4. Sec. 1112(b)(1)(D)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The District Leadership Team, Advisory Committee and each school's Continuous Improvement Planning committee are responsible for reviewing comprehensive needs assessment data and determining the success of the projects funded through Federal funds. Based on evaluation data, committees must determine whether to continue, revise, or begin new projects to best meet the needs of the targeted population. The planning process encompasses a thorough analysis of all data, determining priority needs and goals, strategies to achieve goals and methods to evaluate success of funded projects. This process provides a framework for ensuring annual revisions and success of the projects. The process will be monitored by the school improvement specialist and the District Leadership Team a minimum of five times per year. CIPs will

be revised as needed during the school year. The following is a list of all assessments used to measure student progress toward the attainment of high academic standards and to assist in determining measurable objectives / performance indices for the Alabama Accountability Model: DIBELS 8th edition, ACCESS for ELLs 2.0, ACAP Alternate, AlaKids, ACAP Summative, PreACT, ACT + Writing, and ACT WorkKeys. Teachers, school administrators, and district administrators hold regular data meetings to review results from these assessments as well as common formative assessments. These meetings include the development of plans for instructional improvements and shifts to better meet students' academic needs. These shifts may include schedule changes, better use of targeted instructional strategies, or a reassignment of instructional personnel to support students' learning needs.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

All teachers are certified by the State of Alabama at this time. All teachers are trained in order to deliver high quality instruction to all students. All parents are provided with a Parents Right to Know letter at the beginning of school. All students regardless of gender, race, national origin, color or disability will be given equal access to the programs operated by the Guntersville City School System. Likewise, children identified as Migrant, EL, Neglected, Delinquent and Homeless will be identified for services using the same criteria as for other students in the school system. Lastly, all students, regardless of gender, race, national origin, color or disability will be given equal access to highly qualified teachers. All efforts will be made by administrators to eliminate disparities resulting in low-income students and minorities being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

As a component of the Title II-funded professional development activities, teachers will be trained to encourage all students, especially the historically underserved populations, to develop competencies and interest in reading/language arts, math, and other core subjects.

6. Sec. 1112(b)(3)

Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2) Targeted Support Schools

There are no schools identified as Comprehensive Support in Guntersville City Schools. If schools are identified in the future, we would follow all rules and regulations regarding this status.

Schools identified as ATSI schools in need of support are provided guidance and oversight by the Federal Programs director. The Director works collaboratively with local schools to analyze achievement and culture data to develop a comprehensive needs assessment. The Federal Programs director works with local schools to implement federal program budget, guidance, and the development of CIP plans.

7. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is:

- **At least as high as the percentage of children from low-income families served by the LEA as a whole;**
- **At least as high as the percentage of children from low-income families in the grade span in which the school is located; or**
- **At least 35 percent. (ESEA section 1113(a)(2).) Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:**
 - **Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the “75 percent poverty threshold”) from highest to lowest according to poverty percentage; and**
 - **Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).)**

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

- **Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools:**
 - **The LEA must notify its secondary schools to inform them of the option.**
 - **A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a)(5)(B) and (C).)**

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA.

(ESEA section 1113(a)(3)(B).)

Guntersville City Schools has only one grade per grade level per school. All students in grades K-2 will attend Guntersville Elementary School, 3-5 will attend Cherokee Elementary School, 6-8 will attend Guntersville Middle School, and 9-12 will attend Guntersville High School. All of our Title I schools have at least 40% poverty rates. We serve the eligible school attendance areas in rank order.

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

Guntersville City Schools does not operate a Neglected & Delinquent program. If needed, the individual school Leadership Teams would specifically attempt to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above.

Guntersville City Schools does not operate a Targeted Assistance program. If this program were implemented in the future, we would follow all rules and regulations regarding schools under Targeted Assistance.

When appropriate Guntersville City Schools would follow all regulations and provide all appropriate supports for children living in local institutions for neglected or delinquent children. When appropriate Guntersville City Schools would follow all regulations and provide all appropriate supports for neglected or delinquent children living in community day school program

9. Sec. 1112(b)(6)

Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Homeless children and youth receive services through the School-wide Program. In schools not receiving Title I, Part A funds, services are provided to Homeless children and youth from Title I funds based on individual needs and a McKinney Vento grant. In addition, all Homeless children and youth are eligible for assistance through the district's Homeless Grant and a Helping Hands local program and Blessings in a Backpack program. Services provided will include provisions for education, shelter and food, medicine, educational field trips, dental and healthcare, transportation, clothing and personal items.

The enrollment of homeless, immigrant, migrant, limited English proficient children, and foster care students shall not be denied or delayed due to any of the following barriers:

1. Lack of Birth Certificate
2. Lack of school records or transcripts
3. Lack of immunization or health records
4. Lack of proof of residency
5. Lack of transportation
6. Guardianship or custody requirements

10. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

Guntersville City Schools began a preschool during the 2015-16 school year at the site of Guntersville Elementary School. This program supports four classrooms of four year-old students, following guidelines set forth by the Office of School Readiness. It is called the Guntersville Pre-K Academy. The preschool is funded by four Office of School Readiness grants along with supplemental funds. Programs are in place to transition preschoolers into the school environment prior to kindergarten enrollment, including coordination with outside preschools in community. Limited school readiness services are provided through Preschool Transition Programs (IDEA-B).

Rising kindergarten students are identified at registration if they have not participated in a preschool program or have other noted at-risk factors. These students are invited to participate in a two-week transition program in the summer with kindergarten teachers as funds are available. During this time, they are introduced to the school setting and work on readiness skills. All kindergarten students are given readiness activities to do during the summer prior to school beginning. Students and families are invited to meet the teacher prior to school starting to ease the transition on the first days.

Local school transition plans include opportunities for community preschoolers to participate in a Visitation Program. The program allows them to visit their local school and tour facilities. Additional opportunities are provided for preschool students to attend school plays and other programs.

An Early Childhood Consortium was established in 2012, with the elementary school and local day care directors meeting together to plan transition activities. Among these include observations from preschool teachers, trainings between preschool and kindergarten teachers, curriculum information for improved transition, as well as conversations regarding early childhood readiness skills needed to be successful in kindergarten.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

All Title I schools in Guntersville City Schools are schoolwide. If any schools become a Targeted Assistance school program, all applicable rules and laws would be followed.

12. Sec. 1112(b)(10)(A)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

Guntersville City Schools coordinates with local employers to provide the Junior Achievement program to middle school students. This ensures students are prepared to be successful in the new Career Preparedness courses required at Guntersville High School. Additionally, students at Guntersville Middle School are given the opportunity to take BTA through ACCESS in order to gain skills such as effective time management, working in an online learning environment, and learning word processing and spreadsheet skills. Students at Guntersville High School have access to the Work/Co-op program where students are employed in the community to local businesses and earn high school credit simultaneously. This program gives students the opportunity to engage and learn about workforce development and the skills necessary to be successful in the workplace.

13. Sec. 1112(b)(10)(B)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Guntersville City Schools coordinates with local employers to provide the Junior Achievement program to middle school students. This ensures students are prepared to be successful in the new Career Preparedness courses required at Guntersville High School. Additionally, students at Guntersville Middle School are given the opportunity to take BTA through ACCESS in order to gain skills such as effective time management, working in an online learning environment, and learning word processing and spreadsheet skills. Students at Guntersville High School have access to the Work/Co-op program where students are employed in the community to local businesses and earn high school credit simultaneously. This program gives students the opportunity to engage and learn about workforce development and the skills necessary to be successful in the workplace. Students in The Guntersville City Schools have access to dual enrollment courses through Snead State Community College and Northeast Community College, AP courses offered by College Board trained educators at Guntersville High School, and career counseling by a Career Coach and counselor at Guntersville High School. Additionally, Guntersville City Schools participates in Project Lead the Way, a STEM-based curriculum that offers students opportunities for coding, engineering design, and engineering principles. These increased student opportunities to early college experiences help students identify interests and skills. In order to prepare students for these experiences, Guntersville Middle School has implemented the Laying the Foundation coursework to increase the rigor of middle school ELA courses.

14. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

All students regardless of gender, race, national origin, color or disability will be given equal access to the programs operated by the Guntersville City School System. Likewise, children identified as Migrant, EL, Neglected, Delinquent and Homeless will be identified for services using the same criteria as for other students in the school system. All students will be treated fairly in regards to our attendance / tardy policy, truancy policy, and early warning procedures. The Guntersville City Schools' Chief Administrative Officer works closely with teachers and administrators to ensure discipline referrals are not disproportionately applied.

As a component of the Title II-funded professional development activities, teachers will be trained to encourage all students, especially the historically underserved populations, to develop competencies and interest in reading/language arts, math, and other core subjects as well as the development of social-emotional and behavioral skills.

15. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

Workforce region data is studied to determine high-wage, high-demand occupations in this area as well as in the State. Based on this information, CTE programs preparing students for these occupations are available at the secondary level. Recruitment for the programs aligned to the workforce needs begins with experiential courses at the middle school level along with interest inventories and assessments. The Alabama College and Career Ready standards are implemented throughout the curriculum, including the English Language Arts and Math standards in all CTE courses. In addition, there is a concentrated focus on providing work-based learning experiences for all students based on their career goals. The WBL activities are embedded into the core curriculum courses as well as all CTE programs. Activities include guest speakers, career days, virtual tours, onsite business/industry tours, job shadowing, internships, externships, and cooperative education. Each CTE program also provides industry-recognized credentialing opportunities for students participating in the program. There is a laser focused effort for all students to identify their career choice, develop a plan that includes coursework supporting their goal, earn business/industry recognized credential(s), and

participate in multiple work-based learning experiences that leads to in-field placement enabling the student to be a college and career ready graduate.

16. Sec. 1112(b)(12)(B)

If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Instruction in all courses is aligned to the State courses of study. The Alabama College and Career Ready standards are being implemented throughout the curriculum, including the English Language Arts and Math standards in CTE courses. Professional development is provided to ensure the rigor in these courses is at the level expected to prepare students for college and career endeavors upon graduation. Instructional strategies are evaluated to verify the methods being used are directed toward this goal. Equipment and resources are available to support instruction.

17. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

Guntersville City Schools will continue to coordinate services for special education, gifted, 504, EL students and populations to improve student achievement. Gifted and talented students are identified through the annual Child Find procedures and referrals are discussed at monthly data meetings. The school system employs a full-time gifted teacher who serves students who qualify for gifted services at our Title I schools. Guntersville City Schools will continue to provide professional development for teachers in differentiated instruction and best practices. Administrators and teachers will continue walk-throughs and peer observations to focus on student learning.

18. Sec. 1112(b)(13)(B)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Each school in the school system will have a certified Media Specialist. These Specialists will coordinate the instructional efforts of digital literacy skills by providing explicit instruction in whole and small group settings for all classrooms within the building. Additionally, the Media Specialists will provide professional development to all teachers regarding digital literacy.