

Guntersville City Schools



Guntersville
CITY SCHOOLS

LEA Title Plan

Revised for 2014-15

Guntersville City Board of Education
P O Box 129
Guntersville, AL 35976
(256) 582-3159

Dr. E. Dale Edwards
Guntersville City Schools Superintendent

Lou Ann Patton
Federal Programs Coordinator

1. LEA PLAN EFFECTIVE DATE

Revised for 2014-15

BOARD APPROVAL

This LEA Plan was approved by the Board on 10-08-14. Board members were given a copy of the plan. Documentation to support the development of the plan including minutes and agendas are kept on file. Minor revisions were made for the 2014-2015 school year.

2. DEVELOPMENT PROCESS

1. LEA System Improvement Committee And Technical Support

This LEA Plan provides a guide for the implementation of Federal Programs to meet the requirements of the No Child Left Behind Education Act of 2001. Collaboration and cooperation are essential in providing all students with the skills and knowledge needed to meet the challenging state academic standards and assessments. This plan was revised in the spring and fall of 2013. The System Leadership Team met to assist in the development of the plan. The LEA plan was based on the comprehensive needs assessment which includes the data from the following sources: **Quality Core Tests, ACCESS, ACT ASPIRE, DIBELS, and surveys.**

The LEA plan will be reviewed and revised annually. Documentation to support the planning process will be kept on file.

The three Guntersville City Title I School Wide Programs were provided with technical assistance during the planning process for School-wide Plans.

The Federal Programs Coordinator will continue to provide technical assistance to the three School-wide programs during the year for revisions and to continue the planning process. All plans and supporting documentation will be kept on file at the Central Office and will be reviewed and updated on an annual basis.

Introduction

The vision for Guntersville City Schools is synonymous with the Alabama Plan 2020, every child a graduate, every graduate prepared. It is the Guntersville City Schools mission to ensure a quality educational program in a safe learning environment, maximizing student achievement and preparing successful citizens.

Purposeful planning and the involvement of various stakeholders will facilitate the attainment of the stated mission. The Guntersville City School System will utilize many available resources to achieve both the local and state purposes. In particular, federal funds listed in this plan will be combined into a consolidated plan to accomplish a goal of fostering high student achievement.

Title I, Part A funds will be used to promote increased student achievement. Funds will be used to provide reading and math instruction to assist students in attaining high academic standards by employing teachers/paraprofessionals, providing quality professional development, and purchasing materials and supplies. Based on data review, it was determined that an increase in the quality of intervention opportunities was a district need. Title I, Part A funds are also set aside to supplement the education of homeless students at GHS which is not a Title School.

Title II, Part A funds, (as well as a portion of Title I, Part A) along with other professional development funds, are used to provide appropriate professional development that is ongoing, sustained, intensive and classroom-focused to assist teachers and administrators in gaining the knowledge and skills that will enable them to promote student achievement. Because all teachers and administrators have the opportunity to participate in Title II funded activities, the achievement of all students is impacted.

A portion of *Title II* funds was used to hire a Class Size Reduction Teacher as state funding continues to not be adequate to meet all personnel needs.

Goals

The Guntersville City School System strives to implement the following goals:

1. To provide appropriate and challenging curriculum, with a focus on individual learning to ensure that 100% of students reach academic proficiency and successfully graduate from high school prepared for college or career.
2. To integrate state of the art technology into curriculum and instruction.
3. To maximize stakeholder involvement.
4. To actively recruit, train, and retain highly qualified faculty and staff.
5. To provide state-of-the-art learning facilities.

The above stated goals were developed by the Strategic Planning Committees to provide guidance for the Guntersville City Schools and establish an environment for continued improvement. They were also adopted by the Federal Programs Advisory Council to guide planning and budgeting. The stated goals will be accomplished through the local schools curriculum teams and their development of curriculum guides to insure state course of study implementation, evaluation of student performance on state mandated and local system assessments, providing the professional staff with in-service activities designed to increase knowledge and instructional skills, and by encouraging students to utilize the opportunities offered by the schools to prepare them to function as productive citizens. The specific details for each goal will be the guide for all planning and spending in Guntersville City Schools.

Goals, Objectives, Strategies and Key Performance Indicators

Goal 1: We will provide an appropriate and challenging curriculum:

Objective 1.1: Expand student opportunities for College and Career Readiness.

Strategy:

1.1.1: Utilize research-based strategies consistently.

1.1.2: Expand use of ACCESS Distance Learning.

1.1.3: Expand AP and dual enrollment classes in high school.

1.1.4: Expand and improve Career Technical Program opportunities.

1.1.5: Explore opportunities to develop a 4 year-old program.

1.1.6: Expand the use of technology.

1.1.7: Expand the use of learning strategies to meet varied learning styles of students.

1.1.8: Study all schedules and instructional time to ensure maximum student learning.

Objective 1.2: We will utilize research-based strategies consistently.

Strategy:

1.2.1: Plan and support quality professional development

- Provide regularly scheduled professional development time during school days and summer.
- Support Reading/Instructional Coaches to lead job embedded professional development.

1.2.2: Explore opportunities to add an Instructional Coach to middle school and high school.

Objective 1.3: We will update curriculum documents for all subject areas to include correlation with Alabama College and Career Readiness Standards, state assessments, common formative assessments, and common vocabulary.

Strategy:

1.3.1: Provide common planning times for subject and grade level meetings to develop materials.

1.3.2: Provide cross grade walk through opportunities and vertical planning meetings between schools, to identify areas of strength and weakness.

1.3.3: Continue to develop, refine and coordinate instructional materials, guides, and assessments for mathematics, language arts, social studies, science, and other subject areas.

Objective 1.4: We will provide consistent intervention supports at all grade levels and subjects.

Strategy:

1.4.1: Expand personnel for intervention for identified students.

1.4.2: Provide researched based strategy training for all tutors and intervention teachers.

1.4.3: Continue a structured Response to Intervention Plan (RTI) at each school so that when a child experiences problems, clear steps are outlined in order to remediate quickly.

1.4.4: Purchase instructional materials, software, and hardware to support instructional programs.

1.4.5: Explore opportunities to add an Instructional Coach to middle school and high school.

Key Performance Indicators

1. Curriculum guides updated project completion
2. Percent of teachers using the guides to plan instruction
3. Percent of teachers who report the guides to be effective in improving their instruction
4. Evaluate assessment data to measure proficiency levels of all students
5. Monitor professional development surveys and evaluations

Goal 2: We will integrate state-of –the-art technology.

Objective 2.1: Provide professional development opportunities in use of technology.

Strategy:

2.1.1: Refine and sustain Transform 2020, a System Technology Plan.

2.1.2: Track strengths and weaknesses of professional development.

2.1.3: Budget professional development as part of all technology acquisition.

2.1.4: Provide all staff with job-embedded professional development in knowledge and skills for using technology.

2.1.5: Explore opportunities to have an instructional coach, strong in technology usage, in each school.

Objective 2.2: Provide and maintain adequate network, hardware, infrastructure, and support personnel.

Strategy:

2.2.1: Develop and implement a five-year replacement cycle.

2.2.2: Stay current with new emerging technologies.

2.2.3: Develop an adequate funding source dedicated to technology.

2.2.4: Employ and train technician/installation specialist for each school.

Objective 2.3: Provide and maintain the most current instructional technologies and utilization strategies for our students and teachers

Strategy:

2.3.1: Develop and implement a five-year replacement cycle.

2.3.2: Acquire technologies that enhance curriculum and teaching strategies in the classroom.

2.3.3: Develop a curriculum map for the inclusion of technology for K-12 courses.

2.3.4: Include a technology leader to the leadership team to improve instructional planning.

Objective 2.4: Develop and implement a 1:1 technology initiative.

Strategy:

2.4.1: Visit other 1:1 school districts.

2.4.2: Identify 1:1 cost analysis and funding sources for devices of choice

2.4.3: Develop a 1:1 implementation plan to include branding, training, readiness, and deployment.

2.4.4: Provide an LMS for 1:1 initiative.

2.4.5: Explore digital textbooks and other digital instructional resources.

Key Performance Indicators

1. Percent of teachers who systematically use technology in instructional and administrative processes
2. Number of technology based professional development programs implemented
3. Percent of teachers expressing satisfaction with technology related professional development (survey)
4. Number of technology acquisitions dedicated to enhancing curriculum, teaching, and student academic achievement
5. Assignment of person to technology instructional leader / coach duties at each school.

Goal 3: We will maximize stakeholder involvement

Objective 3.1: Develop a culture of involvement among all stakeholders.

Strategy:

3.1.1: Continue a system-wide plan for dissemination of public information.

3.1.2: Create an inviting atmosphere for the community within each school.

3.1.3: Continue the tradition of kick-off events annually at each school.

Objective 3.2: Create an atmosphere and expectation of involvement among all parents of students in the Guntersville City Schools

Strategy:

3.2.1: Continue to provide the community with opportunities to lend financial support through the Apple Foundation, Booster Clubs, Alumni Associations, and PTOs.

3.2.2: Establish viable parent-teacher organizations in all schools.

3.2.3: Schedule parent conference and parent involvement opportunities with flexible hours in each school.

3.2.4: Continue a tradition of kick-off events annually at each school

Key Performance Indicators

1. Percent of parents that express satisfaction with their involvement in the schools
2. Percent of faculty that express satisfaction with parental and community involvement
3. Attendance at Parent Conferences and Parent Meetings
4. Percent/Number of new contributions through the Apple Foundation

Goal 4: We will actively recruit, train, and retain highly qualified faculty and staff.

Objective 4.1: Recruit, train, and retain quality faculty and staff

Strategy:

4.1.1: Continue to post job openings on GCBOE's website.

4.1.2: Continue to maintain website so that it promotes Guntersville City Schools' assets and offers more information to prospective hires.

4.1.3: Continue to send advisors from our schools to collegiate job fairs throughout the state.

4.1.4: Update recruitment materials and brochures.

4.1.5: Use the Alabama State Department of Education's website to post job openings.

Objective 4.2: We will actively train our faculty and staff to meet high student academic and personal effectiveness standards.

Strategy:

4.2.1: Continue to provide new teacher training, based on The Alabama Quality Teaching Standards and other researched based professional development.

4.2.2: Continue the current, successful New Teacher Training and Mentor program.

4.2.3: Continue to offer successful job-embedded professional development in subject-specific areas.

4.2.4: Continue on-site academic/curriculum coaching at primary and elementary schools; add academic curriculum coaches at middle and high schools.

4.2.5: Continue to train leadership team and principals using research based professional development.

Objective 4.3: Create culture that supports the work of the teacher in the classroom

Strategy:

4.3.1: Continue to utilize the Leadership Team format to provide faculty input regarding school climate and growth.

4.3.2: Encourage suggestions and recommendations from faculty and staff through a variety of methods.

Key Performance Indicators

1. Percent of new hires that receive exceptionally good performance appraisals
2. Percent of new hires whose contracts are renewed for a second year
3. Percent of new hires receiving tenure
4. Percent of teachers expressing satisfaction with job-embedded professional development
5. Percent of faculty/staff expressing satisfaction with effectiveness of on-site academic coaching
6. Percent of faculty expressing satisfaction with the mentor program
7. Number of suggestions from faculty/staff solicited and implemented
8. Number of specific actions taken to provide support for the work of teachers and students in the classroom

Goal 5: We will provide state-of-the-art learning facilities

Objective 5.1: Provide a safe, clean, and orderly environment for learning

Strategy:

5.1.1: Provide adequate and skilled staff to maintain state of the art facilities.

5.1.2: Expand security cameras at each school.

5.1.3: Continue to evaluate and update safety procedures.

5.1.4: Analyze our current land and facilities to optimize usage and provide for future growth.

Key Performance Indicators

1. Percent of students housed in facilities that meet program standards
2. Percent of students housed in facilities that meet all safety and health codes
3. Percent of students having access to specialized facilities that support teaching and learning

TITLE I, PART A REQUIREMENTS

A. High-Quality student academic assessment.

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 Next, ACCESS for English Language Learners, AAA, EXPLORE, PLAN, ASPIRE, End of Course Quality Core Assessment, Work Keys, ACT, report card grades, promotion/retention data, reading levels from various diagnostic tools, attendance data, Student Incident Report, and other locally administered tests.

Assessment data is made available to parents in an understandable format and language as soon as the data has been sent to the school system and disseminated to the local schools. The local school's curriculum teams use the data to make program revisions to ensure that all students are afforded the opportunity to achieve high academic standards and that the school is striving to meet/continue state and national accountability standards.

B. Other indicators that will be used.

Specific Data Indicators, Programs, Activities, and Funding Sources are listed at the end of the document.

C. Description of how the LEA will provide additional educational assistance to individual students assesses as needing help in meeting the state's challenging student academic achievement 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 Tire 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 Superintendent's Report Card, 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 Guntersville City School district. The schools outside our area where some Guntersville students attend have elected not to participate or receive federal funds.

D. Describe 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:

State, local and federal dollars will be consolidated (per each program's guidelines) to provide a comprehensive professional development program. Professional development opportunities will be based on scientifically research based theory and/or methodologies. Opportunities will also be sustained, intensive and high quality. The System Leadership Committee, School-wide Committees, and Professional Development Committees determine areas of need based on Educate Alabama evaluations and the district wide professional development needs survey. Information from the surveys is compiled into a system report. Based on compiled data a professional development plan is developed for the district. The number one priority is to improve quality of classroom instruction through professional development in the following areas throughout the school year:

- ◆ Reading/English Language Arts
- ◆ Math
- ◆ Effective Use of Classroom Technology/Using Technology as a Learning Tool
- ◆ Using Data Assessments to improve learning
- ◆ Improve Behavior/ Discipline and Classroom Management Techniques
- ◆ Closing The Achievement Gap
- ◆ English as a Second Language
- ◆ Teachers to reduce Class Size

E. Describe 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:

1. Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for transition of participants in such programs to local elementary school programs; and

The Guntersville City School System does not operate a preschool program. However, strategies are in place to transition preschoolers into the school environment prior to kindergarten enrollment. 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 pre-school 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. 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 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.

2. Services for children with limited English-proficiency, children with disabilities, migratory children, and 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.

The System-wide Leadership Committee includes and/or the Federal Program Advisory Committee convenes stakeholders from all federal programs and several State programs. This overall approach to planning is intended to reduce duplication of services and better meet the needs of all students. This planning approach also provides a more seamless instructional program that provides targeted assistance to students most in need of each program's services under the Continuous Improvement Plan.

The EL Plan provides services with priority provided to students who are identified as Level 1 or 2 based on the most recent language assessment. The Core Program is Sheltered Instruction provided by the regular classroom teacher. Supplemental assistance is provided in English language acquisition by

pull out, in class, tutoring, or through monitoring as needed by the EL teacher. Students participate in the regular education program and extracurricular activities as all students do without barriers. Efforts are made to eliminate duplication of services where appropriate. Parents and children will have the opportunity to participate in activities that will enhance their English skills.

Special education students can receive services provided through the School-wide Program in addition to special education services.

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 Title X grant. In addition, all Homeless children and youth are eligible for assistance through the district's Homeless Grant and a Helping Hands local program. Services provided will include provisions for education, shelter and food, medicine, educational field trips, dental and health care, transportation, clothing and personal items.

Migrant and Immigrant students are provided services through the School-wide Program and any other programs for which they may be eligible. Guntersville City School System does not operate an Indian Education Program, Migrant Education or N or D program.

The individual school advisory committees will 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.

F. An assurance that the local educational agency will participate, if selected in the State National Assessment of Education Statistics Act of 1994:

Guntersville City Schools have participated in the State National Assessment of Educational Progress and will continue as requested.

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

Guntersville City Schools have only one 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.

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

All Guntersville City Title I schools are School-wide Programs.

- I. Give a general description of the nature of the programs to be conducted by such agency's schools under Section 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs:**

Guntersville City operated three School-wide Programs and no Targeted Assisted Programs. The School-wide Programs are all focused on improving the academic achievement of all students. The programs are described in detail in the individual schools' Continuous Improvement Plan. The plans include such things as support for scientifically based research programs, professional development, at-risk students, supplemental personnel, and many other initiatives to positively impact student achievement. We do not have a Neglected/ Delinquent program.

- J. Describe how the local educational agency will ensure the 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:**

Currently 5 migrant children attend Guntersville City Schools. The same process will identify migrant children for extra help as all students. Migrant children would participate in all assessments grade appropriate. If migrant students are at risk academically, the same services would be provided for them as for all students.

- K. If appropriate describe how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First Program, or in a Head 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:**

At this time, Guntersville City does not operate a preschool program.

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

At this time, there are no schools in Guntersville City who meet the school improvement criteria. But in the future if one should be identified, the appropriate steps will be taken to ensure assistance in the area of improvement. The LEA shall provide the school with an opportunity to review the school-level data, including academic assessment data to determine the area of need. Assistance will be provided in developing and reviewing a School-wide Improvement Plan. Technical assistance will be provided in the areas of need. Assistance will include identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues. The school's budget will be revisited so that the school's resources are more effectively allocated to the activities that most likely will increase student academic achievement.

M. Describe the actions of the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of 1116:

The LEA will provide all students the opportunity for supplemental services. By the end of the second year, if the school is still identified as low-achieving, the following actions may be taken:

- ◆ Continue to provide technical assistance
- ◆ Take corrective action if needed
- ◆ Offer supplemental educational services
- ◆ Transfer school staff who are relevant to the failure to make adequate yearly progress
- ◆ Institute a new curriculum
- ◆ Provide professional development for all relevant staff, based on scientific based research
- ◆ Decrease management authority at school level
- ◆ Appoint an outside expert to advise the school on its progress toward making adequate yearly progress
- ◆ Extend the school year or school day

SCHOOL CHOICE PLAN DRAFT

The Guntersville City Local Education Agency has compiled the following hierarchy of school choice plan draft to comply with the following portion of the *No Child Left Behind Act of 2001*. The plan proposes the hierarchy of school choice for Guntersville City parents.

Notice To Parents – A local educational agency shall promptly provide to a parent or parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in an elementary school or a secondary school identified for school improvement* -

- A. an explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved;
- B. the reasons for the identification;
- C. an explanation of what the school identified for school improvement is doing to address the problem of low achievement;
- D. an explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem;
- E. an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- F. an explanation of the parents' option to transfer their child to another public school, with transportation provided by the agency when required, or to obtain supplemental educational services for the child, in accordance to the NCLB Act of 2001.

Public School Choice - In the case of a school identified for school improvement* the local educational agency shall, not later than the first day of the school year following such identification, provide all students enrolled in the school with the option of supplemental services by the local educational agency, that has not been identified for school improvement, unless such an option is prohibited by State law.

***School Improvement defined:** a local educational agency shall be identified for school improvement when any elementary school or secondary school served by Title I fails, for two consecutive years, to make adequate yearly progress as defined in the State's plan.

N. Describe how the local educational agency will meet the requirements of Section 1119;

Federal funds have been made available in the past to teachers who were considered not highly qualified to become highly qualified in their core academic subjects. Title II and I were budgeted to support staff members in meeting highly qualified requirements. Presently all teachers are highly qualified and no funds are set-aside for this purpose. All new personnel hired will meet the qualifications stated in Section 1119.

O. Describe the services that the local educational agency will provide homeless children, including the services provided with funds reserved under Section 1113(c)(3)(A):

Homeless Surveys are given to counselors in schools each year. Guntersville City Homeless Board Policy removes any barriers for immediate enrollment. The enrollment of homeless shall not be denied or delayed due to any of the following barriers: Lack of birth certificate, lack of school records or transcripts, lack of immunization or health records, lack of transportation, guardianship or custody requirements. Students identified through the surveys are then eligible for assistance through the school's Continuous School Improvement Plan and Homeless Grants.

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. In addition, all Homeless children and youth are eligible for assistance through the district's Homeless Grant. Services provided will include provisions for education, medicine, educational field trips, school supplies, summer and after school tutoring, dental and health care, transportation, clothing and personal items.

Lou Ann Patton is the district Homeless Liaison.

P. Describe the strategy the local educational agency will use to implement effective parental involvement under Section 1118;

Teachers, counselors, and reading coaches provide training, conduct Title I parent meetings and will provide parents with material for checkout. Parents will be offered classes covering many topics that are designed to help them become more involved in their child's education. Newsletters, e-mails, and notes will be distributed weekly. Parents will be encouraged to become more involved through participating in parent conferences, PTO meetings, Family Reading Nights, Technology Nights, utilizing Parent Centers, and Parent Educational Meetings. EL Parent Programs will be offered to EL families. Student information will be distributed to the EL student's families in the appropriate language.

Supporting documentation is on file.

Q. A description of the process/procedures the LEA uses to ensure the implementation of the Parents Right-To-Know provisions under Section 1111(h)(6), Section 1112(g), and Section 3302.

The procedure listed will be followed in complying with the above requirements:

- A letter from the superintendent will be sent annually to all parents of all students in the Guntersville City School System notifying them of their rights to obtain information related to the qualifications of their child's teachers.
- The letter will instruct the parents to call the child's school if they wish to request information.
- A form will be provided for parents to request information.
- Parents will be asked to complete a portion of the form and return it to the school. Upon return to the school, the remainder of the form will be completed and mailed back to the parents.
- Copies of the completed form will be filed and maintained by:
 - The principal of the school referenced in the request,
 - The teacher(s) referenced in the request, and
 - The central office.

R. Where appropriate, describe 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:

There are three Guntersville City Extended Day sites which are funded through Community Education and 21st Century Grants. These programs provide students with a safe environment with many activities. Students are assisted with homework and tutoring is available each afternoon until 5:30. Summer programs provide care, educational activities, and individualized or small group tutoring throughout the summer. Title I and Homeless Funds are available to help with tutoring and student fees. Reading Coaches and classroom teachers meet with summer and after-school teachers to develop individualized strategies proven to be effective for targeted students. This cooperative approach is cost efficient and beneficial to all.

PROGRAMS, TECHNOLOGY, AND PERSONNEL AVAILABLE TO ASSIST GUNTERSVILLE STUDENTS

PROGRAMS and STRATEGIES:

- **Scott Foresman Reading**
- **Read About**
- **Read Naturally**
- **STAR Enterprise Reading and Math**
- **Go Math**
- **SAXON Math**
- **Reading Renaissance**
- **Spring Board Reading and Math**
- **Small Group Instruction**
- **Afterschool Tutoring and Homework Help**
- **Alabama Reading Initiative**
- **AMSTI**
- **Promethean Software**
- **Data Meetings**
- **Book Clubs for Students**
- **Study Groups for Teachers and Administrators**
- **Science in Motion**
- **Novell Stars**
- **Think, Link, Learn**
- **Grade and Subject Level Collaboration**
- **Fine Arts k-12**
- **Summer Programs for Tutoring and Enrichment**
- **Computer Hardware**
- **New Teacher Mentors**
- **Curriculum Guides**
- **Character Education Programs**

INSTRUCTIONAL READING COACHES

Coaches are employed in the elementary Title schools to assist students and teachers.

TITLE I, TITLE VI, AND SPECIAL ED. AIDES

Instructional aides are hired to work alongside HQ teachers to provide one on one and small group assistance to students.

NURSES

The Guntersville City Schools System employs four school nurses funded through federal, state and local funds. Guntersville City operates under the premise that students must be healthy in order to stay in school and be successful academically.

ATTENDANCE OFFICER

The Guntersville City School System has one attendance officer. The attendance officer works to reduce truancy.

SCHOOL RESOURCE OFFICER

Guntersville City Schools have two full time resource officers and other part time resource officers who work in concert to serve all four schools each day.

Data for Program Analysis

- 1. Test Results**
- 2. Budgets Federal Programs**
- 3. Stakeholder Surveys**
 - Professional Development**
 - Student Learning**
 - Parents**

1. TEST DATA

The following data has been analyzed by the Leadership Teams of each school. Strengths and weaknesses have been identified. Goals and Action Plans specific to each school have been developed to improve the proficiency of all students. These Goals and Action Plans have been included in local Continuous School Improvement/Title Plans.

2. Budgets for Federal Programs

The following budgets have been prepared by the Federal Programs Coordinator in conjunction with the Advisory Council which includes:

- Teachers
- Administrators
- Parents
- Title Personnel

3. Stakeholder Survey Results

Surveys are administered each year to allow stakeholders to provide us with their meaningful input. The surveys are distributed to all teachers and staff, and random sampling of students and parents. Survey results are used to develop goals and plan action steps for the next year.

