



THE SCHOOLS *of* Gunterville

LEA Consolidated Plan Gunterville City Schools 2018-2019

1.

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

PROGRAMS and STRATEGIES:

Benchmark Literacy Reading
Eureka Math
Fountas & Pinnell Intervention Kits for Literacy
Read Naturally
STAR Enterprise Reading and Math
Small Group Instruction
Afterschool Tutoring and Homework Help
Alabama Reading Initiative
AMSTI
Promethean Software
Project Lead the Way
Data Meetings
Book Clubs for Students
Collaborative Teams for Teachers & Administrators
Science in Motion
Edgenuity - Courseware, MyPath, & PathBlazer
Fine Arts K-12
Summer Programs for Tutoring and Enrichment
Computer Hardware
New Teacher Mentors
Curriculum Guides
Character Education Programs

Instructional Coaches

Coaches are employed in the elementary Title I schools to assist students and teachers. These coaches are paid with ARI, foundation, and local funds.

Title I, Title V, and Special Education Aides

Instructional aides are hired to work alongside certified teachers to provide one on one and small group assistance to students. Enrichment teachers are employed to expand opportunities for significantly economically deprived population. These provisions are funded a combination of federal supplemental dollars as well as state and local funds.

Nurses

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

Attendance Officer

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

School Resource Officer

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

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 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 underserved 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 Schools district. The schools outside our area where some Guntersville students attend have elected not to participate or receive federal funds.

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.

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populations, to develop competencies and interest in reading/language arts, math, and other core subjects.

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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 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 ELLs 2.0, AAA, Scantron's Global Scholar, PreACT, ACT + Writing, and ACT WorkKeys.

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.

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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) and 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.

Guntersville Middle School has been identified as a Targeted Support School. The Action Plan developed for GMS is as follows:

**Guntersville Middle School
Goal Action Plan
February 2019**

Goals: Increase the level of achievement of students with disabilities in reading and math combined from 15% to 20% as measured by the number of students scoring level 3 or 4 on the Performance Series Scantron Assessment.			
Strategies & Action Steps	Person(s) Responsible	Timeline	Evidence of Implementation
Small group instruction with all 6, 7, and 8 grade students with disabilities in the areas of reading and math	Principal and special education teacher	May 2019	Small group rosters, progress notes of teacher
Create learning paths and provide intervention in Edgenuity with identified students with disabilities	Principal, intervention teacher, special ed teacher	May 2019	Logs of work in learning path (Edgenuity), imbedded assessments (Edgenuity)
Provide reading intervention in SPIRE with identified students with disabilities	Principal, intervention teacher, special ed teacher	May 2019	Student rosters, ongoing assessments

7. Describe how 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, with 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 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.

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 35% 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 for 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 during the 2018-2019 school year. 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 programs.

9. Sec. 1112 (b) (6)

Describe the services the LEA 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.

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 two 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 two 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 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, 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 helps 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 and has implemented a rigorous math experience by adopting Eureka Math in grades 6-8.

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.

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.

100% of students will graduate college and career ready.

Strategies:

- Improve services in guidance and counseling in all grades.
- Implement college and career development opportunities in all grades.
- Expand AP, dual enrollment, ACCESS Distance Learning, and credentialing opportunities.
- Coordinate with the community to provide job shadowing, internships, work-study opportunities.
- Expand and improve Career Tech Program opportunities.
- Expand the use of technology in all classrooms.
- Participate in vertical team planning across grades and between schools.
- Provide quality professional development based on academic weaknesses and teacher needs.
- Provide enrichment opportunities in all grades.

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.

100% of students will graduate college and career ready.

Strategies:

- Improve services in guidance and counseling in all grades.
- Implement college and career development opportunities in all grades.
- Expand AP, dual enrollment, ACCESS Distance Learning, and credentialing opportunities.
- Coordinate with the community to provide job shadowing, internships, work-study opportunities.
- Expand and improve Career Tech Program opportunities.
- Expand the use of technology in all classrooms.
- Participate in vertical team planning across grades and between schools.
- Provide quality professional development based on academic weaknesses and teacher needs.
- Provide enrichment opportunities in all grades.

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. 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.