

Equitable Services Implementation Plan

PHENIX CITY PUBLIC SCHOOLS (LEA)

Description	Suggestions
TITLE I	
I. Design, development, and implementation of Title I services	
A. How have the student’s needs been identified?	DIBELS scores are analyzed. In addition, data collected from curriculum assessments, student work samples, report cards and STAR Reading and STAR math, and Accelerated Reader scores are analyzed to determine the needs of students.
B. What services will be offered?	A highly qualified teacher will provide instruction for students with identified needs in reading/language arts and math.
C. How, where, and by whom will the services be provided?	Title I services will be provided through the following means: <ul style="list-style-type: none"> • Instructional services provided by a highly qualified teacher working as a third party contractor • Computer assisted instruction
D. What assessment services will be provided and how will the assessments results be used?	Participating students’ test scores will be evaluated. Assessment scores, progress reports, and report card grades will be monitored. Computer program usage reports will be used and growth demonstrated through pre-and post-test scores will be evaluated to determine student gains and the effectiveness of the program for further use. All assessment results will be used to determine degree of student growth.
E. What are the equitable services provided and proportionate funds allocated?	Equitable services allocation is determined by enrollment.

II. Student Participation	
A. Describe the LEA's established multiple educationally related objective criteria.	(Attached)
B. Provide rank order listing of eligible students.	(Attached)
C. Provide a copy of the parent notification and refusal letters.	(Attached)
D. What are the multiple criteria by which students exit the program?	An academic gain of six months to one year is the goal for each student who receives Title I Services. Students will be assessed at the end of each nine weeks' grading period to determine the level of progress they have achieved. Passing Reading and Math with a grade of "C" or higher I used as an exit criteria. Benchmark scores and DIBELS progress monitoring scores will be utilized as well as STAR Reader and STAR Math scores. Maintaining improved fluency and comprehension scores and improved math competency skills are considered for students to exit the program.
III. Equitable Services Implementation Plan	
Components should be implemented to the extent that they are effective, with due consideration of the non-public school environment, and to the extent that funds/services will allow.	
A. Describe the effective methods and instructional strategies (SBR)	Intervention classes will use Guided Reading, STAR Reading, and Accelerated Reader. STAR Math and Accelerated Math will be accessed through the mobile computer lab.
B. Describe how the services coordinate with the regular program.	Each regular classroom teacher provides a profile of student needs, deficits, and grades based on the Multiple Criteria Selection form and student performance in the regular classroom throughout the year. Students will be assessed at the end of each nine weeks grading period to determine progress. The regular classroom teacher and the intervention teacher will collaborate on skills for focus through

	conferences and written communications as well as working together using data to drive instruction and intervention.
C. If instruction is provided by an LEA employee, is that personnel high qualified?	A certified, highly qualified teacher contracted as a third part contractor provides intervention instruction.
D. Describe the high-quality ongoing professional development provided for the teachers and staff that work with the participating children.	In addition to providing the non-public school access to professional development with their funds earned, the LEA invites the non-public schools to many professional development activities that are applicable to their programs. An LEA professional development calendar is provided for the administration ad staff of Mother Mary Catholic School so that planning necessary for participation in available professional development training and exercises can take place.
E. Describe activities related to parental involvement.	Flexible scheduling for parent conferences will be made available to afford parents the opportunity to attend according to their home and work schedules. These meetings will be promoted through personal letters, telephone calls, news letters, flyers, monthly calendars, reports cards/progress reports, and the Parent School Compact.

TITLE II, III, AND V

A. Describe the effective SRB methods and instructional strategies, as applicable.	
a. Title II	N/A
b. Title III	N/A
c. Title V	N/A
B. Describe the high quality ongoing professional development as applicable.	
a. Title II	Teachers are invited to participate in high quality professional development activities provided for LEA teachers. In addition, an adjusted allocation is provided for non-public school students.
b. Title III	NA
c. Title V	NA
C. Describe how these programs will be assessed or evaluated for effectiveness.	
a. Title II	Teacher surveys and observations are used for assessment of effectiveness and degree of implementation of strategies presented in professional development trainings.
b. Title III	NA
c. Title V	NA
D. Equitable Participate is also accessible to Title I, Part B, Reading First, Title I, Part B (3)—Even Start, Part C—Migrant, Title IV-21 st Century. Describe how non-public schools will participate in these programs and the scope of the services and evaluation(s), if applicable.	
a. Title II	NA
b. Title III	NA
c. Title V	NA

IV. Standards, Assessments, and Progress Measures	
A. How will the LEA in consultation with non-public school officials establish high standards of academic content?	The Alabama Course of Study standards establish the goals for all students. No Child Left Behind AMOs are used for establishing goals and benchmarks.
B. Describe how the LEA, in consultation with non-public school officials, annually assesses students who receive Title I services.	The LEA provides certified teachers who are trained in the administration of state mandated assessments.
C. Identify which assessments are used	DIBELS
D. Describe how acceptable progress is to be established, and how it will be reported.	Acceptable progress is established when students achieve six months to one year of gain from their beginning of the year pre-test to their end of the year post-test scores. Reporting is done through computer and assessment records, which are transferred to the individual student's Title I academic file.
E. Describe how the progress/assessment data will be collected and how it will be used to determine future Title I services for eligible private school students.	Progress/assessment data is collected throughout the year based on progress monitoring scores, benchmark scores, work samples, and assessments in reading and math in the regular classroom. Computer usage reports and scores on computer assessments are used in determining future title I services. The results are also used to measure gains and to identify eligible private school students.