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Phenix City Public School System

Educational Services Center
1212 Ninth Avenue, Post Office Box 460
Phenix City, AL 36868

TITLE I PLAN

NO CHILD LEFT BEHIND

ACT of 2001

**Revised
November 2014**

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**Phenix City Schools
NCLB Act**

**2012 No Child Left Behind Advisory Panel
ARRA America Recovery and Reinvestment**

| NAME | TITLE | LOCATION | |
|--------------------------|---|---------------------------------|--------------|
| 1. Randy Wilkes | Superintendent | Educational Services Center | |
| 2. Lisa B. Coleman | Director of Secondary Curriculum/Instruction and Federal Programs | Educational Services Center | |
| 3. Dr. Darrell Seldon | Director of Elementary Curriculum/Instruction | Educational Services Center | |
| 4. Montray Thompson | Special Education Coordinator | Educational Services Center | |
| 5. Joe Blevins | Director of Personnel and Student Services | Educational Services Center | |
| 6. Cheryl Burns | Chief Financial Officer | Educational Services Center | |
| 7. Jan Horne | Federal Funds Bookkeeper | Educational Services Center | |
| 8. Jeremy Suchman | Principal | Sherwood Elementary School | Schoolwide |
| 9. David Sikes | Principal | Central Freshman Academy | Schoolwide |
| 10. Shuvon Ray | Principal | Phenix City Elementary School | Schoolwide |
| 11. Marceda Gordey Lewis | Principal | Westview Elementary School | Schoolwide |
| 12. Jason Stamp | Principal | Phenix City Intermediate School | Schoolwide |
| 13. Veatrice Thomas | Principal | Ridgecrest Elementary School | Schoolwide |
| 14. Felicia Washington | Principal | Meadowlane Elementary School | Schoolwide |
| 15. Kerry McDonald | Principal | South Girard School | Schoolwide |
| 16. Annie Lindsey | Parent Involvement Specialist | Success Academy | Districtwide |
| 17. Claire Hoffman | Teacher | Central Freshman Academy | Schoolwide |
| 18. Melanie Campbell | Teacher | Central Freshman Academy | Schoolwide |
| 19. Sylvia Allen | Instructional Coach | Phenix City Intermediate School | Schoolwide |
| 20. Morgan Senn | Teacher | Phenix City Intermediate School | Schoolwide |
| 21. Lawanda Caple | Teacher | Phenix City Intermediate School | Schoolwide |
| 22. Ashley Kelly | Teacher | Phenix City Intermediate School | Schoolwide |
| 23. Roneeke Gamble | Academic Coach | Phenix City Intermediate School | Schoolwide |
| 24. Zandra Davis | Guidance Counselor | Meadowlane Elementary School | Schoolwide |
| 25. Teresa White | Paraprofessional | Meadowlane Elementary School | Schoolwide |
| 26. Josephine Willis | Paraprofessional | Meadowlane Elementary School | Schoolwide |

| | | | |
|-----------------------|---------------------|-------------------------------|--------------|
| 27. Shaneika Echols | Instructional Coach | Phenix City Elementary School | Schoolwide |
| 28. Deshaun Howard | Guidance Counselor | Phenix City Elementary School | Schoolwide |
| 29. Terrie Brewer | Teacher | Phenix City Elementary School | Schoolwide |
| 30. Alandaer Neal | Paraprofessional | Phenix City Elementary School | Schoolwide |
| 31. Eric Darch | Guidance Counselor | Ridgecrest Elementary School | Schoolwide |
| 32. Izola Day | Remedial Support | Ridgecrest Elementary School | Schoolwide |
| 33. Rosia Day | Remedial Support | Ridgecrest Elementary School | Schoolwide |
| 34. Teresa Lattimore | Instructional Coach | Ridgecrest Elementary School | Schoolwide |
| 35. Elizabeth Banks | Paraprofessional | Ridgecrest Elementary School | Schoolwide |
| 36. Alice Bryan | Paraprofessional | Ridgecrest Elementary School | Schoolwide |
| 37. Courtney Moffett | Paraprofessional | Ridgecrest Elementary School | Schoolwide |
| 38. Seval Gomez | ESL Teacher | Ridgecrest Elementary School | Districtwide |
| 39. Melissa Wheelis | Teacher | Sherwood Elementary School | Schoolwide |
| 40. Jennifer Greene | Paraprofessional | Sherwood Elementary School | Schoolwide |
| 41. Jackie Willoughby | Paraprofessional | Sherwood Elementary School | Schoolwide |
| 42. James Elder | Paraprofessional | Westview Elementary School | Schoolwide |
| 43. Cheryl Hunter | Paraprofessional | Westview Elementary School | Schoolwide |
| 44. Jennifer Meeks | Guidance Counselor | Westview Elementary School | Schoolwide |
| 45. Laura Saulters | Teacher | Phenix City Elementary School | Schoolwide |
| 46. Barbara Chapman | Paraprofessional | Phenix City Elementary School | Schoolwide |
| 47. Jacinta Thomas | Teacher | Ridgecrest Elementary School | Schoolwide |
| 48. Sonya Ferguson | Paraprofessional | Ridgecrest Elementary School | Schoolwide |
| 49. Stella Lindsay | Teacher | Teen University | Schoolwide |

Planning Process

A federal program's advisory committee was formed in Phenix City for the purpose of revising the consolidated application and participating in reviewing and revising policies and plans, such as the Local Education Agency (LEA) Title I Plan, to include the *No Child Left Behind Act of 2001* regulations. The committee met at intervals over a period of months reviewing pertinent information about the Title I Program and its direct relation to the other instructional programs in the Phenix City School System to help students meet high state achievement and content standards.

The Advisory Committee is made up of representatives from all constituency groups including administrators, teachers, parents and community. The selected members are responsible for any decision-making (program or financially) regarding the Title I Plan and distributing any information needed to their constituency groups. Input from parents and community members is actively sought in order to ensure that student needs are identified and that all available community resources are being utilized. Committee representatives were selected because of their dedication and interest in the success of our students and school.

When Limited English Proficient parents are involved, an interpreter is available if needed, and written communication may be translated into the needed native language when feasible. An important component of the planning process is identifying the needs of a diverse student body and making reasonable accommodations in order to serve the needs of homeless students, minority students, economically disadvantaged, special needs students, neglected, and delinquent students to meet state proficient and advanced levels of student academic achievement on state content standards.

The LEA Title I Plan is reviewed and monitored throughout the school year and it was revised in June 2014. The Federal Program Director is responsible for maintaining documentation of data sources. Implementation of the plan is reviewed periodically at LEA Advisory Committee meetings. These meetings are held to review data included in the plan to determine an increase in academic achievement and other indicators of success. Goals and progress are communicated to the faculty, parents, students, and stakeholders through PTSA (Parent Teacher Student Association) meetings, local newspaper, and newsletters so that there is a shared commitment for a quality education for all students in Phenix City.

Copies of the LEA Title I Plan will be located in the Federal Programs Director's office, principals' offices, and the media center in each school. Notification is placed in the student handbook, school newsletter, and school website that this plan is available for review. If a parent disagrees with any aspect or component of the Phenix City Title I Plan, that parent can contact the Federal Programs Director for the at the Superintendent's Office. If a concern is not resolved at the local system level, a parent has the right to contact the Alabama State Department of Education – Federal Programs Section and make a written complaint to the following:

Mr. Edmund Moore
Administrator
5438 Gordon Persons Building
50 North Ripley Street
Montgomery, AL 36130
emoore@alsde.edu
(334) 242-8199

INTRODUCTION

Phenix City Schools has recently undergone reorganization to provide a stronger coordination of all programs and to better support the needs of the students. The Board of Education, Superintendent, administrators, and LEA Advisory Committee agrees that each Title I schoolwide school (Central Freshman Academy, Phenix City Elementary, Phenix City Intermediate, Meadowlane Elementary, Ridgecrest Elementary, Sherwood Elementary, Westview Elementary, and South Girard School) is the unit for change and school improvement. The staff at each school in consultation with the community should plan and implement improvement initiatives that are most likely to meet the needs of the students and make a significant impact on their education. Further, each staff has the professional capacity to make decisions that will affect the quality of education at the local school.

Phenix City Schools has adopted the goal of program coordination and is committed to improving teaching and learning through greater cross-program coordination, planning, and service delivery of federal programs, special education service, community education, and parent involvement programs as well as professional development. Those federal programs included are:

Title I, Part A

Improving the Academic Achievement of the Disadvantaged
No Child Left Behind Act 2001

Title I, Part D

Neglected and Delinquent

Title II A - Improving Teacher Quality

Preparing, Training, and Recruiting High-Quality Teachers and Principals

Title II - Class Size Reduction and Professional Development

Title III - Language Instruction for Limited English Proficiency and Immigrant Students

Title IV - Safe and Drug Free Schools

The vision of Phenix City Schools is *“Pursuing excellence on behalf of every student in every school.”* Our mission statement says “in partnership with family and community, we will develop responsible and productive citizens who are prepared for the challenges of the future.” Our vision and this mission drive the strategic planning and implementation process of the district and are undergirded by the following beliefs:

1. All district personnel will be competent, highly qualified, dedicated, highly motivated and will be provided with adequate resources and professional development necessary to meet both student and individual professional needs.
2. Academic success for each student is the result of a rigorous curriculum, access to technology, prepared and dedicated staff, involved families, and engaged students.
3. High expectations are held for all students and staff.
4. Respect of self and others by staff and students is vital to the learning environment as well as throughout life.
5. Character, integrity, and service to others are an integral part of the general curriculum.
6. Student diversity and uniqueness will be valued in order to best meet individual needs.

7. Every student should be empowered to graduate and be prepared to enter the work force or pursue further education, always striving for continuous knowledge and improvement.

A. High-Quality Student Academic Assessments

(i) State Student Academic Achievement Standards

The ACT Aspire for grades 3-8 is utilized primarily by teachers to determine the success of students in meeting the state's student performance standards. Results from this test are used to provide information about the curriculum and instructional process; to inform administration, faculty, parents and students; to assist in diagnosing, teaching, and utilizing appropriate learning strategies; evaluating program effectiveness; determining and providing professional development; and revising program components if necessary. Also, this data is used for comparative analysis of student achievement. The first administration of this state assessment occurred in the spring of 2014, and continued disaggregation will provide a more reflective view of student achievement. In addition to these norm-referenced and criterion-referenced assessments, one or more of the following assessments may be used:

Grades K – 5

- DIBELS, grades K-4
- STAR Reading Diagnostic, grades 1-4
- STAR Math Diagnostic, grades 1-4
- Accelerated Reading, grades 1-5
- Accelerated Math, grades 1-5
- ACCESS, grades 3-5
- McGraw-Hill Program Assessments, grades K-5
- Saxon Math Program Assessments, grades K-5

Grades 6-12

- Edgenuity
- Accelerated Reading, grades 6-8
- Accelerated Math, grades 6-8
- ACCESS, grades 6-12
- EXPLORE, grade 8
- PLAN, grade 10
- PSAT, 10-11
- ACT, grade 11
- ACT Plus Writing, grade 11
- ACT Quality Core End of Course Exams, grades 9-12
- WorkKeys

These high quality student assessments are diagnostic and prescriptive. Students have individual access using technology and teachers use students' results to design and modify instruction and to tailor intervention for individuals and small groups. Our goal is for all students to meet and/or exceed College and Career Readiness Standards. Regular assessments, careful monitoring of student performance and annual evaluations help identify students for additional tutoring, summer school, after school and other interventions. Program effectiveness and review is another integral aspect of this process to determine if any modifications or revisions are needed.

In addition, perception surveys are used at intervals with students, parents, and teachers in order to identify characteristics that they consider to be of importance and concerns at each local school. The information gained from these surveys will be analyzed and areas of concern addressed with students, parents, teachers, and administration. The Continuous Improvement Plan (CIP) Committee at respective schools will be responsible for determining which local school assessments will be utilized and how the data will influence changes.

(ii) Diagnosis, Teaching, and Learning

It is our belief that the Phenix City Schools' administration, faculty and staff have the desire for and encourage high expectations of both teachers and students. Reform efforts already in progress will be expanded to increase expertise to effect the needed changes that will allow us to utilize cross-curricula coordination, program integration, and student improvement in achieving high academic standards. Specific reform strategies are located in each local School-Wide Plan, which includes the Alabama Reading Initiative, Accelerated Reader, Accelerated Math, TEAM Math, AMSTI, PATHWAYS, Curriculum Guide, Language, Direct Instruction Reading, CCRS, and Edgenuity. Also, there is a concerted effort to infuse the use of technology into the curriculum at all levels of the district.

The Advisory Committee at each school will continue to meet with the system's Federal Program Director to plan and implement local, state, and federal budgets and guidelines. Other system coordinators (i.e. Special Education, Technology, and Personnel) will also continue to work closely with the schools to ensure cross program coordination and to address system wide needs of ALL students (economically disadvantaged, students with disabilities, limited-English proficient, migratory, homeless, neglected and delinquent,) to meet state proficient and advanced levels of student academic achievement on state content standards. Although most needs, goals, and activities are planned for both teachers and students at the local schools, others are addressed system wide.

Phenix City Schools, through its own commitments and with the help of the Federal Program Advisory Committee, ensures that measures will be taken to provide equitable participation for all students, personnel and programs operating under or provided for in this consolidated plan. Furthermore, all students will have an opportunity to achieve high academic standards.

Results of state assessments are distributed and discussed at faculty meetings and guide level or department meetings. Teachers are responsible for placing results in students' cumulative folders, notifying parents that results have been received, and conferencing with parents. Results are released by the Central Office to the local media for community awareness. Assessment results are examined by each grade level, subject area, and subgroup. Grade distributions are examined and addressed by the principal during each nine weeks. Each faculty member has been given copies of the College and Career Readiness Standards, local curriculum guides, and as well as utilizing other curriculum documents through the ALSDE ALEX website. Teachers are responsible for teaching all objectives from the above-mentioned documents.

Distribution and analysis of system and student data of meeting adequate progress as defined in the state plan will include:

- (1) Parents**
 - Parent Conferences
 - Workshops for interpreting test results
- (2) Administrators and Teachers**
 - Local and state workshops (preparation of/interpreting test results; textbooks, courses-of-study, etc.)
 - Problem Solving Team (PST)
 - Class Profiles
- (3) Public**
 - School System Assessment Report to the Board
 - Press Release
 - Report cards for each school and school system

(iii) Revisions

The primary purpose of the LEA Advisory Committee is to review and revise the components of the LEA plan to meet: 1) the *No Child Left Behind Act* of 2001 regulations; and 2) the State student academic achievement standards.

An advisory committee was also formed at each school for the purpose of monitoring and revising the Title I School-Wide Plan (SW) quarterly. Currently, there are no Title I Targeted Assistance Programs. This committee is made up of representatives from all grade levels, special education, the principal, parent, community representatives, and a student, if applicable. The selected members are responsible for any decision-making regarding the School-Wide or Targeted Assistance Plan and for distributing any information needed to their constituency groups including faculty, staff, and parents. Beginning with the 2009-10 academic year, the Continuous Improvement Plan (CIP) was used as the document for planning and monitoring at each school. The ACIP (Assisted Continuous Improvement Plan) is a component of the AdvancED process, and was implemented in August 2014.

(iv) Identification of At-Risk Students

Services are provided to and for ALL students with an increased emphasis on helping the at-risk students (migratory, limited-English proficient, students with disabilities, homeless, neglected/delinquent, and economically disadvantaged) achieve local and state academic achievement goals. Measures to be used toward achieving these goals and making revisions when appropriate is addressed by the LEA Advisory Committee. Although each School-Wide and Targeted Assistance Plan was written to meet the components of the *No Child Left Behind Act of 2001*, each varies in composition and strategies to meet the individual needs of each school and the students. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, screening, diagnostic, and classroom-based reading assessments are used. Phenix City Schools, in conjunction with the Alabama State Department of Education, has adopted the following five goals and corresponding performance indicators identified by the U.S. Department of Education (USDOE):

Goals and Indicators:

1.0 Performance Goal 1: By 2013-2014, all students will reach high standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment.

1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment.

2.0 Performance Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance Indicator: The percentage of limited-English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance Indicator: The percentage of limited-English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for Performance Indicator 1.1.

2.3 Performance Indicator: The percentage of limited-English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for Performance Indicator 1.2.

3.0 Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance Indicator: The percentage of classes being taught by "highly qualified" teachers.

3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development.

3.3 Performance Indicator: The percentage of paraprofessionals, excluding those with sole duties as translators and parental involvement assistants, who are qualified in accordance with the NCLB requirements.

4.0 Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the state.

5.0 Performance Goal 5: All students will graduate from high school with a regular diploma.

5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma:

Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency status, and status as economically disadvantaged.

Calculated in the same manner as used in National Center for Education Statistics (NCES) reports on Common Core of Data.

5.2 Performance Indicator: The percentage of students who drop out of school.

Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency status, and status as economically disadvantaged.

B. Additional Academic Indicators

Phenix City Schools' Continuous Improvement Plans are reviewed and monitored throughout the school year by the local school's advisory committee and are submitted to the Central Office each fall. Phenix City administers the State of Alabama mandated tests annually. In addition to the aforementioned assessments, student progress is monitored using the following indicators:

- 1. School Incident Report (SIR)**
- 2. Annual Retention Rate**
- 3. At-Risk Students-PST (Problem Solving Team)**

4. **Student Attendance**
5. **Student Suspensions**
6. **Residential Instability**
7. **System-wide Comparative Analysis Chart**
8. **Southern Association of Colleges and Schools Council on Accreditation and School Improvement (CASI)**

These indicators are a part of the Comprehensive Needs Assessment and they help to measure the system and schools' success in raising student achievement.

C. Additional Educational Assistance

The school district offers a four-year-old Title I Preschool Program. Students are selected based on a multiple criteria scale with academic development. The classes are taught by a certified teacher with a paraprofessional who is highly qualified. Priority will be given to the lowest-achieving students from low-income families. One class is housed at Ridgecrest Elementary School and the second one is at the Phenix City Elementary School. Children in these classes meet the eligibility requirements of the Title I program. The Phenix City Early Learning Center, which is funded by the Office of School Readiness, serves approximately 234 preschool children who meet the eligibility requirements under the guidelines of that program.

The LEA and schools use information obtained from all state mandated assessments and additional assessments to assist in diagnosing and prescribing for the educational needs of its students. A plan of action will be formulated for each student failing to meet proficient or advanced levels of academic achievement. Results of all assessments are analyzed annually for comparability. Students identified with academic difficulty on STAR Reading, STAR Math, and Global Scholars are provided with intervention classes. Some classes are held during the school day and others after school with emphasis on meeting the individual needs of students. The programs used in reading are Scientifically Researched-Based with a focus on the five big ideas in reading as identified by the National Reading Panel. These include phonemic awareness, phonics, vocabulary, fluency and comprehension. The current reading program for grades K-6 is the McGraw Hill Reading Series which has Tier I and Tier II reading intervention components embedded within. Additional reading programs are listed within this plan designed specifically for small group instruction under the supervision of the classroom teachers, intervention teachers, and in some cases paraprofessionals who assist the teachers.

In grades K-2, students are assessed using the DIBELS as well as other formal and informal instruments to identify their reading levels and areas of weakness. These instruments provide data in the five critical areas of reading that can be interferences to successful reading. Teachers use this data to drive instructional strategies as well as determine the best program to address the student's needs.

Identified students who have academic difficulty (D's and F's) on report cards and/or progress reports may be referred to the Problem Solving Team (PST). Parent conferences and notification for identified students are held to discuss strategies to help these students improve their academic performance.

All students are given an opportunity to participate in the Accelerated Reader and Math Programs. This is facilitated through the networked capability of the district's or school's computer systems. Accelerated Reading is used to promote reading comprehension and fluency in grades K-8.

Students that are identified as experiencing severe problems may be referred to the Multi-needs Committee which is comprises many county agencies such as Mental Health, Health Department, Youth Services,

Department of Human Resources, Alabama School for the Deaf and Blind, and Alabama Crippled Children. Special education personnel and regular education staff along with Title I personnel often collaborate to determine the best course of action for a student who is not experiencing academic success. Daily intervention by classroom teachers and special education teachers along with Title I intervention teachers and paraprofessionals under the supervision of a classroom teacher target those students who need additional educational assistance.

D. Coordination of Programs to Provide Professional Development

The professional development program in the Phenix City School System is designed to provide diverse opportunities in which employees' professional development is perpetuated and student achievement is enhanced. Professional development selection and participation are also completed in correlation with Educate Alabama standards. Activities provided are directed toward identified needs relevant to improving the quality of instruction, improving the general well-being of the student population, and meeting federal program requirements. Consultants and resources for ongoing and sustained professional development are provided by a variety of sources to include: personnel in the school district with specialized training; the regional in-service center at Auburn University; the State Department of Education; national consultants; and local colleges and universities.

The LEA professional development coordinator is responsible for system-wide in-service programs. Professional personnel may request detached duty to attend workshops or training sessions in their respective fields in accordance with the Phenix City Board of Education Policies.

A system-wide calendar is prepared and distributed prior to in-service activities. There are seven days set aside for professional development in the district's calendar. Personnel register online for the workshops outlined in the local calendar. Individual professional development records are maintained on STIPD. Funding for implementing both the system and local school professional development plans include:

- 1. State funding allocation per teacher unit, when available**
- 2. Title II Funds**
- 3. East Alabama Regional In-Service Center (EARIC)**
- 4. Title I Set Aside for District-wide programs and Local School Budgets**

Annually, a comprehensive needs assessment is conducted to determine the documented and perceived needs of the faculty at each school. This information is also used to help determine the focus of the district's professional development. The East Alabama Regional In-service Center (EARIC) also conducts a professional development survey of professional personnel. Other components of the professional development needs assessment include SACS-CASI recommendations, personnel evaluation data, and all student assessment data. Once the information from all of these data sources have been compiled, reviewed, and analyzed, it is shared with the district and school leaders who help establish the priorities for the year. Other decision makers include the in-service committee or local school leadership team.

Each professional employee must maintain a Professional Learning Plan (PLP) through Educate Alabama, which includes individualized plans for professional improvement in his/her assigned area. Each faculty member also has a professional development file, which contains documentation of all professional development activities for a period of five years as required by SACS CASI, which is managed by a designee at each school. Professional development opportunities to address school-wide goals and strategies are provided for all teachers, administrators, and paraprofessionals.

E. Coordination and Integration of Services

(i) Preschool Programs and Transition

The Federal Programs Director is also the Director of Secondary Curriculum and Instruction. This facilitates the coordination of services and helps to avoid duplication, reduces fragmentation, and increases program effectiveness. Additionally, the Director of Elementary Curriculum and Instruction coordinates with the Director of Secondary Curriculum and Instruction to facilitate quality instruction. The primary focus is on the identification of students' needs and a unified effort to ensure that all resources from the local, state, and federal sources are coordinated in a systematic format that enhances goal attainment. A coordinated effort to consolidate federal programs attempts to align the various programs under the *No Child Left Behind Act* of 2001 and supplement the state's education improvement efforts. Also, by consolidating and combining these federal programs, we expect to achieve improved services for students as well as provide an adequate budget for staff development. Program goals include:

- 1. Provide technical assistance to each local school in revising its school-wide or targeted assistance plan annually focusing on the needs of all students as well as including the coordination of all local, state, and federal resources.**
- 2. Provide support, based on local school needs, promote education improvement to increase the performance level of all students.**
- 3. Increase the effectiveness of resource utilization at the state and local levels through alignment and coordination of state and federal programs.**

To assist students and parents in the transition process an orientation is held each spring for preschool students expecting to enroll in kindergarten. A written list of suggestions, proficiency levels of academic standards and curriculum, and the registration process are distributed. Students and parents are provided a tour of the school to acclimate them to the facilities. All students from area preschools and the Early Learning Center are also invited to visit the school for an on-site orientation during the school year.

In the fall, orientations are held by administrators to inform all students and parents of school rules, expectations, consequences, policies, and proficiency levels of academic standards and curriculum. This provides an additional opportunity for parents to tour the school facilities, and meet the faculty as well as the staff.

(ii) Subgroups

Services for students with limited English proficiency, disabilities, migratory, neglected or delinquent youth, Indian, homeless, and immigrant are coordinated and integrated to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. There are policies and plans in place to help these aforementioned students access the educational process. In addition to special education, children with disabilities are eligible for the same services as all students in a Title I School-Wide (SW) program. There are services in place for students with Limited English Proficiency as outlined in the local policy and procedures manual.

G. Poverty Criteria

Poverty Criteria eligible attendance areas will be the number of students eligible for free and reduced price meals under the National School Lunch Act. Schools will be determined eligible based on the highest percentage of need and with at least 35% (targeted assistance) and 40% (school-wide) from low-income families. Schools will be rank ordered from lowest to highest levels of poverty. The Title I Advisory Committee set the priority for services based on grade span grouping. As a result, all eligible schools but Central High School are served because efforts and funds are focused on eliminating and preventing academic problems prior to grades 10-12.

H. Targeted Assistance Schools

Currently, all of the Title I schools in Phenix City Schools are School-Wide programs. Although Central High School is eligible for targeted assisted programs, the focus of funds and services is grades kindergarten through ninth grade. At the high school level services would be provided to those students who are failing and/or at risk of failing. A multiple criteria form would be used to determine students' eligibility for Title I services. A rank order listing of eligible students would be developed after completing the multiple criteria selection form. Students would be rank ordered to reflect a prioritized list of students by academic needs from highest need to lowest need. Students are determined to be "most needy" and are ranked according to the number of items they meet on the selection form. This process ensures that the most academically needy students are served first.

I. Local Institutions for Neglected or Delinquent Students

New Life Center for Change – Teen University is a local specialized treatment facility designed to accommodate delinquent boys assigned by the Juvenile Judge or Department of Human Resources. Teen University receives State funding through the school district. Some of the students attend the local schools and receive the same Title I services as all other students. Admission procedures in place in the Board Policy Manual and consultations with Teen University personnel are used for placement of their students. Some local schools provide in-school suspension classes for students who exhibit behavior that will require temporary placement outside of the regular classroom. Phenix City Schools operates an alternative school, the Success Academy, for short-term placements based on the Code of Conduct.

J. Migratory Students

Presently, no students were identified from the enrollment surveys as migratory. However, there are admission procedures in place to assist these students with enrollment. If students are identified, they will receive services on the same basis as all other students selected to receive service under Title I.

K. Preschool Programs

Phenix City Public Schools provides Title I set aside funds for two preschool classes. These classes are opened to any 4 year old that lives in a school zone of a school-wide school. One class is at Ridgecrest Elementary and the other class is at the Phenix City Elementary. We maintain an enrollment of 20 students in each class. These classes are staffed with a highly qualified certified teacher and a highly qualified paraprofessional. Phenix City Schools also operates an Early Learning Center which serves 234 students ages 3 and 4. The Early Learning Center is funded by the Office of School Readiness. Students from the entire district are invited to participate through various media sources. Registration occurs in April at the Central Activities Center, which is centrally located to allow all segments of the population access. Parents participate in the enrollment process by completing necessary forms. A multi-disciplinary team of central office administrators, elementary school administrators, and pre-k teachers review the applications to determine rank order of participation. A multiple selection criteria is used to complete the process. Areas addressed include academics, health and emotion, income level, and previous educational experiences. All available slots are used and a waiting list is developed from the remaining applicants. As vacancies occur, the slots are filled until the waiting list is exhausted. Applications are taken throughout the year to ensure that as slots become available, children are allowed to utilize the openings.

L. Low-Achieving Schools in Need of Improvement

Annually, the district and local school administrators review state data to determine if each school has made adequate progress as defined by the State Department of Education. The data is analyzed and compared annually to determine if the students are showing continuous progress. Subgroups are studied within the total school population for the purpose of identifying special needs. At this time, there are no schools

identified as low achieving school in need of improvement. However, we are continuing to work on closing the achievement gap for special needs students and African American students and students who receive free/reduced meals at all schools. Targeted professional development has been provided to assist teachers with improved strategies, techniques, and additional programs in reading and math have been purchased and used to help ameliorate this situation. Additionally, teacher mentoring, book studies and site visits have played a vital role in the progress we have experienced.

M. Public School Choice and Supplemental Services

Phenix City Schools will implement Board approved procedures for School of Choice and Supplemental Educational Services identified by the State Department of Education and federal guidelines section 116 for school improvement, if applicable.

School Choice

Before the first day of school or as soon as notification is received from the State Department of Education, The Phenix City School System will notify students in the local newspaper and by letter if the school they attend is identified for school improvement. The school system will provide all students enrolled in the identified school with the option to transfer to another public school in the school district that is in closest proximity subject to health and safety code requirements (regarding facility capacity). Concise and detailed information on the performance and overall quality of the receiving school and an opportunity to visit the potential school of choice will be available. Transferring students will be allowed to enroll in class and other activities on the same basis as other students in the school. Priority will be given to the lowest-achieving students from low-income families. If a student exercises the option to transfer to another public school as stated in the previous paragraph, Phenix City Schools will provide or pay with federal funds the student's transportation to the new school. However, Phenix City Schools' obligation to provide transportation for the student ends at the end of the year if the school from which the student transferred is no longer identified by the State Department of Education for school improvement, corrective action, or restructuring. Parents must complete a transfer application to the superintendent no later than the first day of school.

Supplemental Services

If a school should be identified for school improvement, Phenix City Schools will arrange at the beginning of school or as soon as notification is received from the State Department of Education for supplemental education services for eligible students enrolled in the school. Parents will be notified by letters and the newspapers. Supplemental education services are extra academic assistance such as tutoring, remediation, and academic intervention for low-income students who have failed to make adequate yearly progress, as defined by the Alabama State Department of Education (ALSDE), for two or more consecutive years. Instruction will take place outside the regular school day, such as before or after school, on weekends, or during the summer.

A list of providers, approved by the State Department of Education (SDE), their availability, and a brief description of their services, qualifications, and demonstrated effectiveness will be available to parents in the Superintendent's office. Phenix City Schools, the parents, and the parent-selected provider will develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement. The purpose of these services is to ensure that these students increase their academic achievement, particularly in reading, language arts, and mathematics.

If parents elect for their child to receive supplemental education services, they must complete an application and submit to the Superintendent as stated in the letter of notification. If more students request services than Phenix City Schools can fund, priority will be given to serving the lowest achieving low-income students.

If a school were identified for Supplemental Education Services (SES), parents would be informed through letters, a vendor fair, and the selection of the parent's preferred vendor. Supplemental Education Services are provided to all eligible students based on rank order.

N. Qualifications for Teachers and Paraprofessionals

Phenix City Schools completes the annual Local Education Agency Personnel System (LEAPS) report as required by Alabama State Department of Education and SACS CASI. The completion and evaluation of this personnel report assist in ensuring that all teachers are highly qualified, teaching infield, and certified by the state of Alabama. Teachers are assigned to implement reform strategies based upon their strengths and the identified needs of students. Based upon the *No Child Left Behind Act of 2001*, the recruitment and employment procedures require the attainment of "Highly Qualified" status for all teachers employed in Title I Schools. An annual attestation form for highly qualified teachers is available for parents and the general public to review. Paraprofessionals will assist students under the direct supervision of classroom teachers. Professional development opportunities will be provided to strengthen skills and improve the knowledge of non-certified personnel. The recruitment and employment of paraprofessionals will follow guidelines and procedures as stated in the *No Child Left Behind Act of 2001*. All paraprofessionals who engage in the instructional process will be highly qualified as outlined in the State Department of Education guidelines.

O. Parents Right to Know (teacher qualifications – not highly qualified status)

At the beginning of each school year, the parents of each student attending a school receiving Title I funds, will be notified of their right to request information regarding the professional qualifications of their child's teacher. Specifically, they may request the following information as outlined in a letter signed by the superintendent of schools and distributed by the local school.

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which the State qualification or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certificate or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Additionally, schools that receive Title I funds will provide each parent the following information:

- The level of achievement of their child on each of the State academic assessments;
- Timely written notification if their child has been assigned to or is taught for four or more consecutive weeks by a teacher who is not highly qualified.

P. McKinney-Vento

Principals and all school staff have been made aware of the definition of homeless students. There are admission procedures in place for enrollment of homeless students. Funds have been set-aside in the Title I budget to help purchase instructional supplies, health and medical assistance, and to purchase clothing and hygiene products to help keep them in school. The Title I Parent Involvement Specialist works closely with the parents and other community agencies in helping the students remain in school on a regular basis and in acquiring other necessities. Parents of Homeless students are encouraged to:

- Become involved in the education of their children and to become active in the Title I Program.
- Attend all meetings at the school, especially those related to Title I services.
- Attend parent/teacher conferences.
- Provide information and ideas on ways to assist their children academically.

Q. Parental Involvement

The goal of the Phenix City Board of Education is to provide an education that prepares students to lead productive lives and ensures that individuals are self-supporting and can assume civic responsibilities. Research has proven that student's potential for academic success improves when the school and home form a strong partnership. Recognizing the importance of a partnership between home and school, Phenix City Board of Education has stressed that all parent involvement programs, activities, and procedures are planned and implemented through meaningful consultation with parents and adherence to all program and financial guidelines included in federal and state legislation.

A parental involvement advisory committee with members representing each school has revised the LEA parental involvement plan to meet the *No Child Behind Act of 2001*. The parent involvement advisory committee meets annually to review the LEA Parental Involvement Plan to determine activities for the year and evaluate parental involvement within the system. Also, each school has a plan, which contains components describing strategies to increase active participation of parents in their child's education. A copy of these plans is located in the Federal Program Coordinator's office and at each local school. The descriptive procedures in the Phenix City Board of Education Policy allow all parents to make and submit to the State Department of Education comments if they disagree with any aspect or component of the Local Education Association consolidated application. Procedures are also in place that allows parents to submit to the Phenix City Board of Education comments of dissatisfaction with the School Parent Involvement Policy and Plan. A website especially for parents is available through a link on the district's homepage. Parent surveys are used to identify programs and other concerns that they would like presented or addressed. Partnerships are established with other community agencies to assist parents with identified needs. These include: Children and Family Connection, Department of Human Resources, Head Start, House of Restoration, etc.

R. School-Year Extension Programs

Phenix City Schools will support before/after school, summer school, and school year extension programs by providing technical support and facilities. Funds for summer school are a part of the Title I Budget under set-asides, as funds are available. Efforts are also made to secure additional grants to fund other extended year programs.

S. Assurances

Phenix City Public Schools will:

1. Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from federal, state, and local sources.
2. Provide technical assistance and support to all Title I programs.
3. Work in consultation with schools as the schools develop the Continuous Improvement Plans so that each school will meet challenging State student academic achievement standards.
4. Fulfill all school improvement responsibilities under section 1116.
5. Provide services to eligible children attending private elementary and secondary schools in accordance with section 1120, and provide meaningful and timely consultation with private school officials regarding such services.

6. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
7. Use funds by choice under this section to provide early childhood development services to low-income children below the age of compulsory school attendance and ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
8. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.
9. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
10. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under the Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
11. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
12. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
13. Use the results of the student academic assessments required under section 1111(b) (3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all schools are making progress necessary to ensure that all students will meet the State's proficient level of achievement on the State Academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year.
14. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
15. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

Phenix City Public Schools

Educational Services Center
P. O. Box 460
Phenix City, Alabama 36858-0460

Office Of Superintendent
Telephone (334) 298-0534

1212 Ninth Avenue
Fax (334) 298-2674

September 6, 2014

We are pleased to notify you that in accordance with the *No Child Left behind Act of 2001*, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please complete the top portion of the enclosed form, and return the form to your child's school. Should you have any questions, feel free to contact the principal of your child's school or you may contact Mrs. Lisa B. Coleman in my office at 334-298-0534 or email her at lcoleman@pcboe.net. We will be happy to assist you.

Sincerely,



William R. Wilkes
Superintendent

Phenix City Public Schools
Parents Right-To-Know • Request Teacher Qualifications

Title I, Part A, Section 1111(h)(6), *No Child Let Behind Act of 2001*, Public Law 107-110

I am requesting the professional qualifications of _____

who teaches my child, _____ at _____
Child's Name (Please Print) School (Please Print)

My mailing address is _____
Street (Please Print) City Zip

My telephone number is _____.

My name is _____
Name (Please Print)

Signature Date

This Section to be Completed by School/Central Office

Date Form Received: _____ Received by: _____

Teacher's Name: _____ Subject: _____

Has the teacher met state qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches? _____ Yes _____ No

Is the teacher teaching under emergency or other provisional status? _____ Yes _____ No

Undergraduate Degree _____ (University/College)
Major Discipline _____

Graduate Degree _____ (University/College)
Major Discipline _____

Does a paraprofessional provide instructional services to the student? _____ Yes _____ No

If yes, what are the qualifications of the paraprofessional?

High School Graduate _____ (Year)

Undergraduate Degree _____ (University/College)
Major/Discipline _____

College/University Credit _____ (Hours)
Major/Discipline _____

Signature of Person Completing Form Date Returned to Parent