

*Chattahoochee County
Schools
LEA Title I Plan
2014-2019
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CHATTAHOOCHEE COUNTY BOARD OF EDUCATION

This handbook is provided as a means of disseminating information concerning Title I, Title II, Title IV, Title VI, and other Federal programs. In order to continue to receive these Federal funds, the local education agency (LEA) must insure that Federal regulations are followed. It is critical that the principal and teachers become thoroughly familiar with the various guidelines concerning each program. Copies of this handbook will be made accessible in each school's library, the principal's office and the guidance counselor's office.

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Chattahoochee County Schools LEA Title I Plan

(A) A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan, that the local educational agency and schools served under this part will use—

(1) To determine the success of children served under this part in meeting the State student academic achievement standards.

All Chattahoochee County Schools (CCS) develop improvement plan that provides the foundation for the instructional year. Once state standardized test scores are received, the improvement plan is written by the school leadership team based on student data. Success of student achievement is based on set state department benchmarks in the form of the College and Career Ready Performance Indicators (CCRPI). Assessment data is disaggregated into subgroups; each subgroup must meet AYP requirements.

Academic assessments used in CCS Title I schools include:
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Accelerated Reader

Accelerated Math

STAR testing

ACCESS Distance Learning

State Assessments used in CCS

Georgia High School Graduation Test (GHST)

End of Course Test (EOCT)

CRCT

(2) To provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards.

State test results are sent to schools and reviewed by teachers upon arrival. Once administrators and teachers examine the results the school then conveys the results to the parents and students. State report cards are sent home informing both students and parents of the results. Data bulletin boards are set up at each school displaying their specific state testing results. Student progress is also reported through continuous parental contacting which includes but is not limited to: progress reports, report cards, parental contact, parent conferences Open House meetings, newspaper articles, PTA meetings, and Parent Portal. Test scores may also be views at www.doe.k12.ga.us.

(B)At the local educational agency’s discretion, a description of any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in such section.

Along with school discipline reports, the following categories from the Sate Superintendent Report Card will be used:

Professional Certification

System free/reduced lunch eligibility

Average daily attendance

Annual dropout rate

(C) A description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards.

Embedded in Chattahoochee County School’s CIPs is an at-risk plan that outlines strategies and interventions that are conducted by each school to give additional educational assistance. Examples of additional assistance include but are not limited to, Intervention classes, tutoring programs, summer school, strategic teaching, and multiple computer programs that aid in student learning. English Language Learners (ELL) in all Chattahoochee County Schools are assisted through ACCESS, WIDA, and ELL instructors. ELL students are also eligible for intervention programs that are provided by the school or LEA. Instructional, Reading, and Math Coaches also provide additional guidance to teachers who are serving at-risk students. ARI and SREB teaching strategies are used in all Chattahoochee County schools and there is an emphasis on Tier II instruction in the classroom to better support at-risk students.

(D) A description of 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.

Professional development activities are correlated to each school's needs assessment. This aids in supporting reform strategies stated in the specific school's plan. All activities are of high quality, data driven, and school and classroom focused in order to achieve positive results and lasting effects on all stakeholders involved. Appropriate staff development is chosen to support needs described by each school's CIP and district objectives for highly qualified staff. ARI and SREB professional development sessions are provided to illustrate strategic teaching. Additional professional development topics provided by CCS includes the following: School Law, Technology, Reading/Math Workshops, RESA Workshops, Summer Conference, Accelerated Reader, Teacher Assessment (TKES), Student Learning Objectives (SLO), Middle School Curriculum, and CCGPS. Title I and II funds are allocated to provide financial assistance personnel may need in order to better meet this definition.

(E) A description of 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 the transition of participants in such programs to local elementary school programs.

Chattahoochee County School's Head Start Program has been in operation serving children from identified low-income families for over ten years. The services provided included the provision of a preschool curriculum, health, nutrition, parent involvement activities and social services as identified in the head Start Performance Standards. To insure a smooth transition from early childhood programs to elementary school and elementary to middle school CCS implements the following activities: Day Partner for upcoming kindergarten, counselor driven lessons for fifth grade students on their upcoming transition, a day with sixth grade students, Open House, Parent/Student visits, and conferences with Pre-K parents.

2) Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, native American 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.

English Language Learners (ELL) are served by general education teachers whose emphasis is directed toward Tier II instruction. ELL students in all Chattahoochee County Schools are assisted through ACCESS and ELL instructors and are also eligible for intervention programs that are provided by the school or LEA. Curriculum materials that also aid in ELL students education in CCS is the *Scott Foresman Reading Series*, Rosetta Stone, and the Cognitive Tutor Math Curriculum (offered to all students).

Services for students with disabilities are coordinated and integrated with other educational services provided through the special education department. These students may receive academic assistance through Title I and not be considered a duplication of services. Qualification for services is based on the factors that qualify all other students. All students that are identified are served in compliance with state and federal regulations.

Currently Chattahoochee County Schools serves non migratory students. However, a policy is in place in case of enrollment. CCS, in accordance with the McKinney Homeless Assistance Act and NCLB, sets forth that all children have equal access to the same free appropriate public education opportunities as any other student.

Services for neglected and delinquent students are coordinated and integrated with other educational agencies and services to the degree that the students are able to participate. The primary responsibility for these students is that of the Department of Youth Services, but a cooperative working relationship exist between the Center and Chattahoochee County Schools to provide educational services to students that awaiting adjudication. Federal funds are given to Laurel Oaks Behavioral Center; students attending this center also receive educational activities.

The Chattahoochee County Schools System does not receive any funds from the Stewart B. McKinney Homeless Assistance Act grant that helps provide free and equal educational opportunities. However, Chattahoochee County is required to set-aside funds for homeless children attending non-Title I schools. These funds are used to provide supplies for these children.

School based counselors assist the students in school transitions and adjustments. Homeless students are eligible to participate in any or all programs funded by CCS. The School Based Team will review the student's circumstances, strengths, weaknesses, and determine whether the student would need Exceptional Child Services or other services available to any other student in the system.

(F) An assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

The Chattahoochee County Schools System is notified by the state if our district is selected to participate in the NAEP. CCS does provide appropriate test training, test security measures, etcetera. These measures are put into place as in any other testing situation. In addition, CCS will carry out any state or federal mandate that is issued.

(G) A description of the poverty criteria that will be used to select school attendance areas under Section 1113.

Title I attendance area eligibility is calculated based on the student percentage of a school taking part in the free and reduced meal program, established under the National School Lunch Act. Schools that CCS will serve must have a population at or above 40% of its student population participating in the free and reduced meal program. Schools are then ranked and served according to greatest need. Schools with a poverty rate above 75% are served first followed by lower ranking schools. The LEA has the option to (1) continue on with the district-wide ranking or (2) rank remaining areas by grade span groupings. Current schools that are being served in CCS are: Chattahoochee Education Center and Chattahoochee Middle School.

(H) A description of 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.

The only school that would qualify for services is Chattahoochee County High School. If they apply for Title I services, then the eligible students would be chosen by their end of course test in Math and Reading. However, no student may be considered for Title I services without first utilizing the Multiple Criteria Selection Process. Parental notification letters must be signed before service begins. However, at this time CCS has no Targeted Assisted Schools.

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(I) A general description of the nature of the programs to be conducted by such agency's schools under the Schoolwide Program (Section 1114) and the Targeted Assistance Program (Section 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.

All Chattahoochee County Schools have developed schoolwide plans (CIPs) and services will be provided for all students based upon the CIPs. The fore mentioned plans were developed according to the ten components of a schoolwide program as outlined in Section 1114(b). The plans include but are not limited to the following:

Needs assessments based on standardized test results, AYP, DIBELS, faculty/parent/student surveys, etc...

Schoolwide Reform Strategies that include Integrated Learning Systems, Accelerated Reader, research based resources to improve proficiency rates in all grade and subject levels, multimedia equipment, RTI data and interventions, etc...

Parental Involvement Strategies such PTA, newsletters, Power School parent portal, etc...

Transition practices for early education to elementary, elementary to middle, and middle to high school.

Assessment and Accountability in which principals, program specialists, and teachers work cooperatively to plan, implement, and support learning for all students.

Professional Development opportunities for all CCS staff are provided for all teachers and paraprofessionals.

Effective assistance for at-risk students determined through the RTI process (includes data meeting, intervention strategies, and a focus on Tier II instruction in the classroom). Along with RTI, CCS provides at-risk students with opportunities to receive services from the school-based counselor.

Services for neglected and delinquent students are coordinated and integrated with other educational agencies and services to the degree that the students are able to participate. The department of Youth Services works cooperatively with the CCS system.

(J) A description of how the local educational agency will ensure that 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.

While, CCS has no migratory students currently enrolled in our schools, we do have a policy in place that is in accordance with NCLB and McKinney Homeless Assistance Act which ensures that migratory and/or formerly migratory children who are eligible to receive services will receive such services without bias. Children of migrant families who exhibit language difficulties will be provided additional language instruction as determined by ACCESS testing and the ELL coordinator. These students will also, be monitored by the general education teachers and possible intervention strategies can and will be discussed during Data meetings. Migrant and formerly migratory children attending Title I school are eligible to participate in any or all programs funded through this grant.

(K) If appropriate, description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local education 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, and Early Reading First program, or another comparable public early childhood development program.

Chattahoochee County School's head Start Program services that are provided included the provision of a preschool curriculum, health, nutrition, parent involvement activities and social services as identified in the head Start Performance Standards. The comprehensive Pre-K Program was coordinated with the principals and Head Start staff. Chattahoochee County Education Center houses the school based Pre-K Program for CCS. A transition program is implemented in elementary schools to allow upcoming kindergarten students to become better acquainted to their future school setting. This transition program consists of Head Start students partnering with a Kindergarten student for a day.

(L) A description of the actions the local educational agency will take to assist its low achievement schools identified under Section 1116 as in need of improvement.

CCS assist all of its schools by incorporating the following strategies:

Providing professional development packets to aid principals with their individual school strategies and plan

Integrated learning systems will be purchased

Materials for standardized test preparation will be purchased

System-wide enrichment and accelerated curriculum will be provided

CIP plans will be developed by school administration in cooperation with their School Improvement Team and present this plan to the faculty and will be implemented at the school level and monitored by the principals

Multiple professional development opportunities will be provided to CCS faculty

(M) A description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of Section 1116.

CCS schools are not required to offer school choice or supplemental services. Chattahoochee County Middle School is an Award school and Chattahoochee County Education Center is a school of no distinction.

(N) A description of how the local educational agency will meet the requirements of Section 1119, Qualifications for Teachers and Paraprofessionals.

A Highly Qualified (HQ) Teacher Plan is revised by CCS Federal Program director and principals based on the state guidelines for LEA plans for Highly Qualified Teachers. This plan includes Chattahoochee County School's responsibilities and the CCS Teacher's responsibilities for obtaining highly qualified status, if highly qualified status was not previously obtained prior to employment by Chattahoochee County Schools. Qualifications of prospective employees will be closely reviewed and documented to ensure that required qualifications are met. Currently, less than 1% of teachers employed by the Chattahoochee County Schools are not Highly Qualified. Current employees not meeting the new requirements of being highly qualified are notified detailing the parameters and deadlines in order to meet HQ requirements. The LEA plan will be updated annually as needed.

Paraprofessionals in Title I schools must meet one of the following criteria:

Have at least two years of study at an institution of higher education.

Hold an associate's degree.

Pass the Work Keys Test (a test of subject knowledge in reading, writing, and math).

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

The Chattahoochee County School system and community agencies have united their efforts to provide food, clothing, shelter, education, counseling and referral services for medical, dental, and mental/other health services. Students are identified by school guidance counselors, registrars, and social service agencies. Homeless students are eligible to participate in any or all programs funded by CCS. The School Based Team will review the student's circumstances, strengths, weaknesses, and determine whether the student would need Title I, Exceptional Child Services or other services available to any other students in the system.

(P) A description of the strategy the local educational agency will use to implement effective parental involvement under Section 1118. (Note: Your LEA's complete parental involvement plan with all required components should be included as a part of this LEA Title I Plan or as an addendum to this plan.)

Chattahoochee County School's parent involvement policy and plan sets guidelines that each school will follow in creating their school-based Parental Involvement Plan. The Parent Coordinator for parental involvement serves as a chairperson of the faculty committee and works in coordination with the school principal in the development and implementation of the plan. The annual plan for each school shall include an involvement and conferencing/academic advisement plan. The

involvement plan is detailed in a six step process, while the conferencing/academic advisement plan is described in an eight point process.

(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.

CCS in conjunction with Title I schools inform parents annually of the highly qualified status of the teachers teaching their children. Teachers who have not met the highly qualified status of NCLB are given a reasonable amount of time to become highly qualified. Letters are mailed home to parent of the student being taught four or more weeks by teachers who are not highly qualified informing them of the teacher's non-highly qualified status.

In each Title I school student's handbook the Parent Right-to-Know statement is included notifying the parents of their right to request the professional qualifications of the student's classroom teachers. In the Parent Right-to-Know document parents are told to request in writing to the attention of the Director of Federal Programs the professional qualifications of the student's classroom teachers.

(R) Where appropriate, a description of 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.

An extended day care program is available in all elementary schools in Chattahoochee County Schools. After school tutoring is offered in all Title I schools. Credit Recovery and Summer school are offered during the summer months. Additional extended programs are based on the needs of each school.