

***FLORENCE CITY BOARD OF
EDUCATION***

***CONSOLIDATED PLAN
FOR
FEDERAL PROGRAMS***

2016-2017

Approved by Advisory Committee: May 5, 2016

CERTIFICATION BY LOCAL EDUCATION AGENCY

1. Legal Name of Applicant Agency 2. Employer's Identification Number

Florence City Board of Education

63-6000892
System Code: 141

3. Address

102 S. Court Street, 6th Floor
P. O. Box 10
Florence, AL 35631

4. Contact Person

Mrs. Anne Behel
Director, Instruction/Federal Programs
Phone: 256 768-3033
Fax: 256 768-3017

5. Is the applicant delinquent on any federal debt?

 X No Yes, explanation attached.

6. To the best of my knowledge and belief, all data are true and correct. The document has been duly authorized by the governing body of the applicant, and the applicant will comply with the assurance provided in this package if the assistance is awarded.

a. Typed Name and Title of Authorized LEA Representative:

Dr. Janet Womack, Superintendent

b. Telephone Number:

(256) 768-3015

c. Signature of Authorized LEA Representative:

d. Date:

FLORENCE CITY SCHOOLS – TITLE I PLAN 2016-2017

Florence City Schools will utilize federal funds from Titles **I, II, III, and X** to enable students to reach high academic standards. Through ongoing planning and program implementation, these federal programs will be coordinated and integrated to provide maximum benefits to the students and staff in Florence City Schools.

MISSION AND FOCUS

The mission and focus of the system's federal program are synonymous with that of the mission and focus of the Florence City Board of Education. It is to empower students to explore, create, challenge, innovate and lead.

GOALS

The goals are:

- 1) Boost student achievement
- 2) Provide new resources to failing schools
- 3) Give more options to parents, and
- 4) Ensure greater accountability of federal education dollars

The focus of the federal programs will be to align with the mission and goals stated above to ensure that all students will attain high standards.

STEPS IN ATTAINING THE MISSION

The following activities will increase program coordination, program integration, and student achievement and will provide steps in attaining the above mission:

- 1) Increased dissemination of information about federal programs including information that describes collaborative efforts among federal programs and other school and community programs through print and use of the website.
- 2) Increased parent involvement
- 3) Increased technology and professional development for technology
- 4) Continuation of school-based student support teams

PLAN PROVISIONS

A. DESCRIPTION OF HIGH QUALITY STUDENT ASSESSMENTS

Florence City Schools will prepare students on key national and state mandated tests, such as: ACT ASPIRE, and ACT. Students with disabilities participate in statewide assessments aimed at identifying the progress of students in general education curriculum. Special education students whose Individual Education Plans indicate that an alternative assessment is appropriate are the only exception. No more than one percent of the total student body can be classified to take the alternative assessment. They are the students with the most severe cognitive disabilities IQ below 55.

All students classified as English Language Learners participate in the statewide assessments, regardless of language ability if they have been in the USA more than one academic year. They must also participate in an annual test to measure acquisition of English, ACCESS for ELL's 2.0.

The State of Alabama participates in the National Assessment of Educational Progress (NAEP). NAEP administers reading and math assessments for grades 4 and 8 every other year. Florence City will participate, if requested.

Other indicators of success used by Florence City Schools are obtained from the benchmark tests, Scantron and DIBELS Next (grades K-2).

All of the above indicators assist educators in **diagnosing students' needs and in improving teaching and learning**. Based on these indicators, programs will be modified to enable children to meet the state's student performance standards.

B. OTHER INDICATORS USED

Other indicators that will be used in addition to the assessments described in the above paragraph include results from average daily membership statistics, annual dropout rates, and annual Student Incidence Reports (SIRS).

C. ADDITIONAL EDUCATIONAL ASSISTANCE TO INDIVIDUAL STUDENTS

Florence City Schools provides additional educational assistance to students not mastering state content standards to increase academic performance. Services are in place to help students work toward achievement on state and national assessments. Title II funds are utilized to reduce class size, therefore, allowing teachers more individual time with students.

Title I teachers and paraprofessionals are employed at each Title I school to provide supplemental educational instruction either in classroom or as a pull-out for individual or

group help in reading and math. Also, the University of North Alabama Social Work Department works in conjunction with the Homeless Program and the Parent Involvement Social Worker to provide senior level students for tutoring of individual students. These UNA students are fingerprinted and have background checks prior to working in the schools.

D. STRATEGY USED TO PROVIDE PROFESSIONAL DEVELOPMENT

Several strategies will continue to be employed to identify professional development needs in Florence City Schools. Each faculty must determine their professional development needs and report them in their plan and school budget. That plan will be honored at the Central Office until all funds are expended. All professional development activities must be part of the LEA Professional Development Plan and must be high- quality and classroom-focused in order to have a lasting impact on the classroom instruction and teacher's performance in the classroom. It is recommended that workshops not be one-day, short-term sessions, but be sustaining and on-going when possible.

The curriculum department will also solicit professional development needs from educators and will accommodate them through the general fund budget. Needs of staff in federal programs will be discussed several times a year at staff meetings and each staff will be involved in planning its professional development plans for the forthcoming year.

E. COORDINATION AND INTEGRATION OF SERVICES

Federal programs services shall be coordinated and integrated with other educational services at the schools in the following ways:

- 1) The Curriculum Department and the Federal Programs Office shall continue to work closely in planning and implementing professional development activities for K-12 teachers and administrators. General funds, Titles I and II funds shall be combined to maximize the quality and quantity of professional development opportunities.
- 2) Regular education teachers and Title I teachers shall continue to plan together, maximizing their services to the students. School-level decision making committees shall be one vehicle for regular education and Title I teachers, as well as parents, to plan for coordinated services.
- 3) The Title I Parent Liaison/Social Worker shall coordinate with Title I teachers in each school to provide appropriate services for individual Title I students.
- 4) The liaison of the Homeless Program shall continue to coordinate services with 1) the Title I and regular education teachers in all schools, 2) the school social worker, and 3) administrators and counselors in all schools. To avoid duplication of services with other agencies, the liaison of the Homeless Program shall continue to work closely with all community agencies that serve similar clientele.

- Homeless funds shall be used to provide appropriate service when others are not available in the community or to supplement available services, when necessary.
- 5) Title I services for students with disabilities shall be coordinated with the special education administrator, special education teachers, and regular education teachers. School-based support teams shall be one vehicle for drawing the necessary individuals together for coordinating and integrating services for students with disabilities.
 - 6) When a limited-English proficiency student enters the school system, the EL Teacher/Facilitator is notified and accesses the student appropriately. Parents will be encouraged to participate in planning and integrating services for the student.
 - 7) The director of the facility for delinquent youth shall be contacted periodically by the Federal Programs Director for the purpose of coordinating services. The director will be encouraged to contact the Federal Programs Office as needs arise.

F. STATE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

If selected, Florence City Schools will participate in the State National Assessment of Educational Progress in 4th and 8th reading and mathematics carried out under section 4119(b)(2) of the National Education Statistics Act of 1994.

G. POVERTY CRITERIA USED TO SELECT ELIGIBLE TITLE I SCHOOLS

A school in Florence City shall become eligible for Title I status if the percentage of free and reduced lunches at that school is 35% or greater. Within each school, schools will be rank-ordered by grade level, according to their percentage of free and reduced lunches; those with the highest percentages indicating the greatest need for services. Services will be concentrated at the elementary level (grades kindergarten – 4th) serving those with the greatest need first. Services will also include students in grades 5-6. The grade levels served will continue to depend on funding and the direction of the Title I Advisory Council.

H. TARGETED ASSISTANCE SCHOOLS

All schools in Florence City are currently served as Schoolwide Schools, none are TA.

I. DESCRIPTION OF PROGRAMS FOR N/D CHILDREN

Students who enter our schools through the Colbert/ Lauderdale Attention Home will be served as needed through any of the programs available. Funds are not used through Title I, Part D.

J. MIGRANT STUDENTS

Currently, there are no migratory children enrolled in the Florence City School System. Should any migratory children enroll all needed services shall be provided as required by NCLB and as indicated in our FCS Board Policy on enrolling migrant students, including assistance with personal needs such as medical and social services. An Alabama Employment Survey is included in each enrollment packet. All new students enrolling in Florence City Schools must complete this survey. Survey forms are forwarded to the Federal Programs Director and submitted to the Alabama Department of Education each semester.

K. PRESCHOOL PROGRAMS

No Title I funds are spent at the pre-school level.

L. LOW-ACHIEVING SCHOOLS IN NEED OF IMPROVEMENT

District administrators will assist all schools in helping to improve student achievement by interpreting test data, compiling longitudinal information, identifying strengths and weaknesses, and providing professional development designed to close the achievement gaps.

M. SCHOOL CHOICE AND SUPPLEMENTAL SERVICES

School choice and supplemental services are no longer applicable.

N. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS

Florence City Schools completes the annual LEAPS report as required by Alabama Department of Education. The annual completion and review of this report assists in ensuring that all teachers are highly-qualified, teaching-in-field, and certified by the state of Alabama. Teacher assignments are based on their credentials; ability to implement reform strategies based upon their strengths; and identified needs of students.

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 LEA Plan for Highly Qualified Teachers has been developed to identify and assist teachers and paraprofessionals to meet the requirements of the highly qualified criteria identified in accordance with the *No Child Left Behind Act of 2001*. Until guidance is received regarding the passing of the ESSA (Every Student Succeeds Act), language from the NCLB act will remain in our plan. Certificates are placed in each school showing that all teachers of that school are highly qualified. Attestations of the 100% HQ teachers are at each school and at the Central Office. All Title I paraprofessionals are highly qualified, as well.

O. HOMELESS STUDENTS

Florence City Schools currently serves approximately 210 homeless students. A Homeless Liaison is employed to work directly as the “link” between those families, the schools, and community services. Part of her salary/benefits is paid with Title I funds and the remainder from the Homeless Grant, if received. Services provided for the homeless students include clothing, school supplies, after school care, and transportation. Parents are supported in their efforts to find housing, and coordination of services is provided with community agencies. The Admissions Policy for FCS (6.c.i) states that students will be permitted to enroll without regard to residency status and may be entitled to other accommodations under federal law.

P. PARENTAL INVOLVEMENT

Each Title I school holds an annual parent meeting that involves parents in the development of the School Parent Involvement Plan and Parent/Student/School Compact. A certified social worker works as the Parent Involvement Specialist to conduct each meeting. Meetings are held on a regular basis and are held at different times of the day/evening to try to accommodate as many parents as possible. Topics of the meetings are suggested by parents and always include a meeting on the state test assessment results and how to understand those results. Parents are encouraged to visit the school and voice concerns at any time. There is a Parent Center at Weeden Elementary School and all parents no matter which school their child attends, is encouraged to visit the Center. There, they may check out books, games, computers, etc., to help in the education of their child.

An annual evaluation of the Parent Involvement Program is completed each spring and those results are collected and analyzed to help develop the plans for the upcoming school year. At the annual meeting in the fall, parents are given information about the Title I guidelines.

Parent/teacher conferences are scheduled throughout the school year and at any time parents request to discuss student performance and needs. The social worker many times provides the connection between the schools and the parents. If a translator is needed for any parent/teacher meeting, the Federal Programs Director should be contacted to set up a translator for the meeting.

There are many ways in which parents can become involved in their children’s education. Reading to children at home, talking with them at family mealtime, providing an at-home student period, monitoring television programs and making sure homework assignments are complete are all very important.

Q. PARENTS RIGHT-TO-KNOW

Florence City Schools has a Parents Right-to-Know Plan. Notifications are sent home at the beginning of the school year that if a parent wants to know the qualifications of their child's teacher and/or paraprofessional they can request that information. The notification has a place for the parent to make the request known and the form is sent to the Federal Programs Department. A response is mailed to the parent within a reasonable period of time (normally in less than 10 days). Forms are provided in the home language of the parent.

Also, if a Florence City student is being taught by a teacher or paraprofessional who was not highly qualified, a letter would be mailed home for the **all students** in that person's classes. A form letter to provide this information has been developed and is part of the Parents Right-to-Know Plan.

As part of the Parents Right-to-Know, if Florence City Schools fail to make Title III Annual Measurable Achievement Objectives (AMAO), those parents, who children are served in Title III will receive a notification letter of those results.

R. SCHOOL YEAR EXTENSION PROGRAM

Plans are being developed to host a summer school beginning June of 2016. The summer program will provide bus transportation and meals (breakfast and lunch) at no charge. Certified teachers and assistants will work with a maximum of 15 students per grade level, and separate classes will be held for EL students.

After school programs are provided in all of the Title I schools. Certified teachers are employed to work with a maximum of 15 students per grade level. Bus transportation and snacks are provided at no charge.

FLORENCE CITY SCHOOLS CONSOLIDATED PLAN ASSURANCES

Section 1112 (c) LEA TITLE I PLAN ASSURANCES

IN GENERAL- Florence City Schools shall provide assurances that the local educational agency will-

(A) Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;

(B) Provide technical assistance and support to schoolwide programs;

(C) Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;

(D) Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);

(E) Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1112, and timely and meaningful consultation with private school officials regarding such services;

(F) 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;

(G) In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;

(H) Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;

(I) Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;

(J) Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;(K) 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;

(L) 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;

(M) 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 of the schools are making the 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;

(N) 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; and

(O) 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).

DEVELOPMENT AND DURATION

(1) CONSULTATION - Each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.

(2) DURATION - Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of No Child Left Behind Act of 2001 and shall remain in effect for the duration of the agency's participation under this part.

(3) REVIEW - Each local educational agency shall periodically review and, as necessary, revise its plan

STATE APPROVAL

(1) IN GENERAL - Each local educational agency plan shall be filed according to a schedule established by the State educational agency. [Each LEA plan should be available on site during monitoring or other State approved visits.]

(2) APPROVAL - The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan:

- Enables schools served under this part to substantially help children served under this part meet the academic standards expected of all children described in Section 1111(b)(1); and
- Meets the requirements of this section.

(3) REVIEW - The State educational agency shall review the local educational agency's plan to determine if such agencies activities are in accordance with Sections 1118 [*parental involvement*] and 1119 [*qualifications for teachers and paraprofessionals*].

PROGRAM RESPONSIBILITY - The local educational agency plan shall reflect the shared responsibility of schools, teachers, and the local educational agency in making decisions regarding activities under Sections 1114 and 1115.

PARENTAL NOTIFICATION-

(1) IN GENERAL -

(A) NOTICE - Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of Title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of -

- (i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
 - (ii) the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
 - (iii) the methods of instruction, used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 - (iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
 - (v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools;
 - (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
 - (viii) information pertaining to parental rights that includes written guidance –
 - (I) detailing –
 - (aa) the right that parents have to have their child immediately removed from such a program upon their request; and
 - (bb) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - (II) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
- (2) Notice – *(Information should be provided in a format and language that parents can understand)*
- (3) Special rule applicable during the school year – *(LEA notifies parents within the first 2 weeks of the child being placed in a language instruction program)*
- (4) Parental Participation – *(LEA implements outreach to parents of limited English proficient students)*
- (5) Basis for Admission or Exclusion – *(Students cannot be placed in or excluded from programs based on their surnames or language-minority status.)*