

Dekalb County Board of Education ~ Local Education Agency Title I Plan

Effective Date: 2011-2012

Approved by: Pending

**Introduction and Purpose**

The Dekalb County Board of Education’s goal is to provide a quality education for every student enrolled within the school district. To that end, the Dekalb County of Education’s Title I Program is intended to support the progress of all low-achieving students and sustain efforts to meet state and federal academic standards. Further, the Dekalb County Board of Education recognizes the necessity of involvement and support of parents and other stakeholders. Embedded into both the development of this plan and the plan itself, is a structure meant to form a partnership among the school district, parents, and other stakeholders. The Dekalb County Board of Education intends to include parents in all aspects of the district’s Title I Program.

The Dekalb County Board of Education’s Local Education Agency (LEA) Title I Plan was developed in consultation with teachers, principals, administration, stakeholders, students, and parents of the Dekalb County Schools’ attendance district. This plan shall be revisited annually, and revised as necessary.

The LEA plan will be filed in the office of the Federal Programs Coordinator, as well as the superintendent’s office. It will be filed alongside the No Child Left Behind Consolidated Application. The LEA plan is shared with all DeKalb County Board of Education personnel, parents, and students. Further, the LEA plan will be posted at [www.dekalbk12.org](http://www.dekalbk12.org) and available within each schools’ office and library.

**(A) A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this part will use—**

*High-Quality Student Academic Assessments*

The DeKalb County Board of Education utilizes all assessments designated by the State of Alabama to determine the level of success of students in meeting the state’s academic standards as well as provide feedback to teachers, parents, and students on the progress made toward meeting the state’s rigorous academic standards. The Stanford 10/ARMT is used as a primary tool to assist in identifying individual student’s strengths and weaknesses, the strength and weaknesses of groups, and to analyze changes of performance over time. Assessment results are and will continue to be used to assist teachers, grades 3-8, in addressing individualized student needs in order to increase proficiency in meeting/exceeding state content standards, and to create a roadmap for individualized student academic success. The State Accountability Plan sets the standards for acceptable system, school, and student achievement.

The Stanford 10/ARMT Reading and Math assessments correlate to the state’s course of study and the curriculum, prescribed by law, to be taught in Alabama schools. The Stanford 10 is a norm-referenced test while the ARMT is a criterion reference test. Students in grades K-2 are assessed using the formative early literacy screening known as DIBELS and screens students that may be at risk of reading difficulties, monitors student progress, and guides teacher instruction. Students in grades 10-12 participate in the Alabama High School Graduation Examination in order to assess the acquisition of minimum competencies necessary to earn a high school diploma.

Students with disabilities participate in statewide assessments aimed at identifying the progress of students in the general education curriculum. Special education students whose Individual Education Programs (IEPs) indicate that an alternative assessment is appropriate are the only exception. No more than one

percent of the total student population for the district may be assessed using alternate assessment. These are the students with the most severe cognitive disabilities with IQs typically below 55.

All students classified as English Learners participate in the same statewide assessments, regardless of language ability. In addition, ELs must also participate in the *ACCESS for ELLs* annual assessment to measure language acquisition as mandated in NCLB.

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 year. The DeKalb County Board of Education receives federal funding and its students by law must participate when requested. For each state assessment, student data is disaggregated to provide information that will lead to narrowing and ultimately closing any achievement gaps among student subgroups.

The goal of the DeKalb County Board of Education is for administrators, teachers, parents, and students to share responsibility for designing and implementing a plan for success based on test data.

Students who are identified below performance standards in math and reading are given tiered instruction and intervention during the school day. Progress in Reading and Math is monitored using the Aims Web tool and adjustments to tiers of instruction are made accordingly. Within the adopted Reading series there is an end of the unit assessment. Depending on how students perform on the benchmark assessments and screening, the teacher may change the student's small group and/or teaching strategies as well as provide one on one instruction.

The DeKalb County Board of Education will implement Aims Web as both a universal screener and a formative assessment. This formative assessment is administered to students in grades K-8 three times per year. The School Improvement Specialists, Federal Programs Coordinator and Student Assessment Coordinator meet with school administrators and teachers to share data and plan for increased improvement in student achievement. The formative assessment data provides a roadmap for teachers in designing meaningful instruction for mastery of state content standards. School administrators and teachers meet in grade level data meetings on an ongoing basis to review data and develop strategies that will yield student success.

The school level (PST) Problem Solving Team meets regularly to address the needs of students that are not experiencing academic success. The PST provides strategies to be used by the classroom teacher and/or other educators and carefully monitors the progress of students brought before the committee to ensure movement toward academic proficiency.

Distribution and analysis of system and student data of meeting adequate progress will include:

**Parents**

SAT/ARMT Home Report

ASA Home Report

*ACCESS for ELLs* Parent/Guardian Report

Aims Web Data

Conferences

State Department of Education School Data

Training for interpreting test results  
PST Progress Report

**Administrators and Teachers**

Ongoing Professional Development to Ensure Data Driven Decision Making  
PST – Problem Solving Team  
Report on Adequate Yearly Progress (AYP)  
Alabama State Department Website  
Aims Web Data Site  
Grade Level Data Meetings  
Data CDs  
Disaggregated data Chart and Graphs

**Public**

Annual Report on AYP to Board  
SDE Website of Student Achievement Data  
DeKalb County website

Programs and implementation are reviewed on an ongoing basis, through the analysis of data, to ensure student success. Adjustments in programs are made as needed to ensure continuous improvement.

Analysis of test results will also help educators in diagnosis and teaching in the classroom by enabling teachers to serve low-achieving students in a way that best helps them to meet student achievement academic standards as well as being successful in the state curriculum. Grade level meetings, data meetings, PST (Problem Solving Team) and faculty and staff meetings provide structured time to analyze scores.

In addition, test results will identify students who may be at risk of reading failure or who are having difficulty reading through the use of classroom assessments that evaluate student learning. This includes observations by teachers of students performing academic tasks that are part of daily classroom experiences. Reading and Math Coaches, Instructional Specialist and administrative documentation are used to evaluate achievement and revise program plans as needed. The interpretation of test results will be used to improve instruction in classroom activities including reading.

**(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.**

**Additional Academic Indicators**

DeKalb County Schools monitor student progress by not only reviewing ongoing academic progress but also by reviewing additional academic indicators necessary for student success. The following additional academic indicators are reviewed on a continuous basis:

Student Discipline Data

PST – Problem Solving Team Reports

Student Absenteeism/Truancy Data

Parental Involvement

Retention Report

Graduation/Drop-out Data

Poverty Status

Special Considerations (ELL/Special Ed)

**(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.**

**Additional Educational Assistance**

DeKalb County Schools provide additional educational assistance to students not mastering state content standards in order to increase academic performance. Title I and Title II funds are utilized to reduce class size, therefore, allowing teachers more individual time with students. Struggling students are provided in-school tutoring through highly-qualified teachers. Elementary schools encourage school reading volunteers. Reading coaches are employed to provide additional tier support for students needing intervention services. Additional assistance will be provided in the following ways:

- Remediation through in-class pull out sessions
- Peer tutoring
- Community volunteers as well as Partners in Education
- Direct instruction classes: My Sidewalks
- ELL assistance either pullout, push in or ELL class periods in secondary settings
- Sheltered Content Classes for ELL students
- Accommodations and modifications as needed
- Tier teaching in both Reading and Math
- ARI
- AMSTI
- Credit Recovery
- Extended Day (tutoring)
- SES (Supplemental Education Services)

**(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.**

**Coordination of Programs to Provide Professional Development**

The Dekalb County Board of Education professional development needs are identified and coordinated through the participation and input of multiple individuals and local school/district level teams. In May of each year local school teams supported by the LEA will conduct a CIP “Projections and Reflections” program that involves input from the entire faculty along with parent representatives. The “Projections and Reflections” program is meant to utilize all current summative and formative assessment data to begin the process of amending the CIP and the professional development plan for the coming year. In July and August of each year, local school’s utilize grade level and content area meetings to review all current summative assessment data to further complete the process of amending the CIP and the professional development plan. Once complete the professional development plan is intended to be a fluid document that changes based on the needs of students and teachers. The completed plan is revised throughout the year based on data collection and analysis. The professional development needs, goals, strategies, and action steps of local schools are aligned with the needs, goals, strategies, and action steps identified in the district’s LEA Improvement Plan. All Dekalb County Teachers in grades K-6 utilize the Alabama Reading Initiative model to provide ongoing peer support during data meetings, walk-throughs, and modeling activities. District wide, principals participate in an administrative roundtable meant to drive supportive instructional change activities.

Title II funds support the following professional development activities including:

- Development, implementation, and growth of the district’s Response to Instruction model
- Strategic Teaching
- SIOP
- Ongoing support for teachers regarding tracking student data and delivering instructional change
- Other areas as identified through needs assessments

**(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:**

**Coordination and Integration of Services**

Programs in Dekalb County are coordinated through collaborative meetings with various community agencies, BOE departments, local school teams and Federal Programs personnel. The superintendent and deputy superintendent meet with the district supervisors and coaches weekly. Principals meet monthly with the district supervisors and staff to discuss relevant and timely issues relating to policy, curriculum, special education, assessment. Assistant principals and elementary principals meet monthly within the district data roundtable to coordinate instructional changes. Federal Program staff facilitates a minimum two parent and community leader meetings at each school each year. The Federal Programs Advisory committee convenes a minimum of four times each school year. Migrant staff members work with and advisory committee and parents throughout the year to address student and program needs. The Title III staff hosts multiple meetings with parents of English Learners each year to identify needs and address concerns. Counselors have conference calls or meetings regularly with the staff of the Department of Human Resources (DHR) and the Children’s Advocacy Center (CAC) to coordinate support for at-risk students and families.

**(F) An assurance that the local educational agency will participate, if selected, in the State National**

**Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.**

The DeKalb County Board of Education will participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics. The approval of this plan by our Superintendent and the DeKalb County Board of Education will serve as an assurance of this activity.

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

**Poverty Criteria**

The DeKalb County Board of Education's poverty criteria used to select schools for Title I funds is based on the number of children eligible for free/reduced meals under the National School Lunch Act. DeKalb County's threshold for participation is set so that if 40% or more of the school's student population qualifies for free or reduced lunch, the school is eligible to participate in Title I. Schools are listed and served based on rank order. Schools are rank-ordered each year based on the previous year's 40-day attendance report which defines the rank order of the individual schools.

DeKalb County services all children within the school attendance areas. DeKalb County is a public school system consisting of 12 schools, 7 of which are K-12 schools, 2 K-8 schools, 1 6-12 grade school, 2 elementary schools.

**(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.**

**Targeted Assistance Schools**

DeKalb County Board of Education has twelve schools in its system. All of the twelve schools are Title I school-wide schools. There are no targeted assistance schools in the DeKalb County School System.

**(I) A general description of the nature of the programs to be conducted by such agency's schools under Sections 1114 and 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;**

**Local Institutions for Neglected or Delinquent Children**

There are no local community day school programs and/or live in institutions in DeKalb County, Alabama.

**(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.**

### **Migrant**

Dekalb County does not exclude any student from participation in, or deny the benefits of, any school program or activity on the basis of his/her national origin, language proficiency, or migrant status. Dekalb County is committed to the affirmation that all students will receive a free and appropriate education. Policies have been developed regarding the enrollment, assessment, and development of instructional programs for migrant students. All students of the appropriate age will be enrolled in Dekalb County schools. The Migrant Liaison also provides home visits and provides activities to increase family literacy. An Alabama Employment Survey is included in each school's enrollment packet. All new students enrolling in DeKalb County Schools must complete this survey. Survey forms are forwarded to the Migrant liaison. Surveys are then submitted to the Alabama Department of Education annually. The Migrant staff ensure that all migrant students receive the same benefits as other students in the schools of this system by identifying resources available to serve migrant students, coordinating programs and services to migrant students and their parents in the local school, and by reporting information concerning the identification, placement, and educational progress of these students to the SDE. DeKalb County Schools have about 200 identified migrant children who have enrolled in the school system. Migratory children enrolled in DeKalb County Schools, are provided as required by NCLB on enrolling migrant students, including assistance with personal needs such as medical or social services.

**(K) If appropriate, a 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 educational 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, an Early Reading First program, or another comparable public early childhood development program.**

### **Preschool Programs**

Dekalb County provides a non-inclusive preschool for students with special needs. The pre-school is located in a central location and serves students throughout the district. The school system provides ongoing transition support to these students as they enter Kindergarten and throughout the early years of their education. At present, DeKalb County employs seven Special Education teachers who serve special needs students in Head Start and Pre-school programs. Additionally, DeKalb County works cooperatively with local Head Start programs and other local pre-school development programs to support transition from pre-school to Kindergarten.

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

### **School Improvement Schools**

The district has established an improvement roundtable to drive school improvement activities at the district and local school level. The roundtable is comprised of district supervisors, coaches, and principals. The district has assigned pairs of district supervisors and coaches to support the school improvement process at each local school in need of improvement. Along with the school principal and local school CIP committee, the roundtable will assist schools regarding the annual needs assessments, the development of goals/strategies/action steps, implementation, goals/strategies/action steps, and the monitoring of goals/strategies/action steps. Throughout the year, the roundtable will assist schools in interpreting test data, compiling longitudinal information, identifying strengths and weaknesses, and providing professional development designed to close the achievement gaps. These efforts will be guided by a district level school improvement coach.

DeKalb County schools are committed to the academic success of its students. It is the goal of DeKalb County educators to assist in the diagnosis, teaching and learning of each student in the classroom to determine what revisions are needed in the student curriculum to ensure that each child meets the state student achievement standards

<p><b>(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.</b></p>
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### **SCHOOL CHOICE**

*As outlined in the SDE provided School Choice Toolkit, the Dekalb County Board of Education will ensure the following-*

*Responsibilities of the LEA in the facilitation of the choice process for those students who choose to transfer to a higher performing school. The LEA should:*

- Provide written notice about the school's *School Improvement* status and School Choice option to parents of each student enrolled in the school. The notification must be in a comprehensive, easy-to-understand format and, to the extent practicable, in a language they can understand.
- Written notice to parents should be **provided at least 14 days prior to the start of the school year**. The SDE has provided information already formatted in "letter templates" in this toolkit. Letters are listed as "*Requirements*" and contain vocabulary that may not be adjusted or deleted. NCLB requires that the parent notification contain the following six elements:
  1. An explanation of what the *School Improvement* designation means and how the school's academic achievement compares to other schools of the same grade configuration in the LEA and in the state as a whole.
  2. The specific areas that contributed to the school's designation as a *School Improvement* school.
  3. An explanation of what the school and LEA are doing to address the school's failure to achieve AYP.
  4. An explanation of how the parents can become involved in addressing the academic challenges that caused the school's failure to achieve AYP.
  5. An explanation of the parents' option to transfer their child to a higher achieving receiving school, with transportation provided by the LEA, as long as the sending school remains in Title I School Improvement. If no choice is available, the LEA should provide an explanation of how to obtain supplemental educational services for the child in accordance with *NCLB Section 1116(b) (6) (F)*.
  6. The identification of each school from which the parents can select. Included in the identification should be a description of the academic achievement of the receiving school. For example, LEAs may want to attach a copy of the state's School Report Card and:

- Identify at least two receiving schools to which students may transfer as choice options from which parents may choose.
- Notify parents by letter of the option to receive supplemental educational services (SES) in situations where there are no schools to which the students can transfer.
- Provide at least one additional method of notification of School Choice options, including newspapers, posters, and the Internet.
- Set a reasonable deadline by which parents must apply for transfer, ensuring sufficient time and information to make an informed decision.
- Use the following procedure if funding for transportation is inadequate to meet all requests:
  - i. Identify all students from low-income families using the poverty measure to rank schools for Title I purposes (such as students receiving free and reduced price meals).
  - ii. Rank-order students within that group, according to achievement levels, using objective educational measures of the student’s achievement (such as the state assessment).
  - iii. Start with students at the top of the list and approve parents’ choice of receiving schools until funding for transportation has been exhausted.

**(Please note: In order to facilitate parents’ preferences of receiving schools, use of the ranking process is necessary.** *“In implementing the School Choice option, there may be circumstances in which the local education agency (LEA) will need to give priority to the lowest achieving children from low-income families. For example, if all students cannot attend their first choice of schools, the LEA would give first priority in assigning spaces to low-achieving, low-income students. Similarly, if the LEA does not have sufficient funds to provide transportation to all students who wish to exercise the transfer option, the LEA would apply priority in determining which students can receive transportation.”*)

### **Supplemental Educational Services**

***As outlined in the SDE provided Supplemental Educational Services Toolkit, the Dekalb County Board of Education will ensure the following-***

The Local Education Agency (LEA) communicates to the principals of schools identified for school improvement Year 2 and beyond the requirement to offer access to SES to all eligible students (SAMPLE A). The LEA should notify parents of eligible students at the beginning of the school year of the availability of supplemental educational services (SAMPLE B). The LEA makes funds available for SES by reserving and spending a portion (20%) of its LEA Title I allocation.

- A. Eligible students are all students from low-income families who attend Title I schools that are in school improvement for Year 2 and beyond. If sufficient funds are not available to serve all eligible children, an LEA must give priority to the lowest achieving eligible students. The LEA should determine students eligible for SES using the following sequence:
  - 1) Identify all students from low-income families applying the poverty measure used to rank schools for Title I purposes, such as free or reduced-price meals.
  - 2) Notify parents of all eligible students to determine the initial receipt of services, indicating that a prioritization may need to be used. It is the responsibility of the LEA to prioritize within the low-income group if parental response exceeds the amount of funds available.
  - 3) Determine the criteria to be used to determine low-achievement status.
  - 4) Rank-order students in the low-income group by achievement levels, applying fair and objective criteria. Students cannot be ranked solely based upon parents’ income.
  - 5) Identify students to receive SES, starting from the top of the rank-ordered list.

- 6) Ensure that the public identity of any student who is eligible for or who receives services is not disclosed without the written permission of the parent(s) of the student.
- B. The LEA should send to or provide parents with information about the service providers from the state-approved list whose services are available at schools or within a reasonable distance by providing a brief description of the services, qualifications, and any information on the demonstrated effectiveness of each approved provider to assist the parent(s) in selecting a provider. If requested, LEAs may assist parents in the selection of a provider.
- C. The LEA has specific responsibilities to coordinate appropriate provider services to eligible students. It collaborates with the school to develop procedures and processes for provider meetings; parent education; student learning, goal-setting sessions; and other program components. To successfully implement the SES process, the LEA:
- 1) Communicates a framework of support to provide comprehensive outreach to parents of eligible students. The SDE suggests that these education partners be engaged in the process:
    - a) **School principals** whose schools are required to offer SES to encourage parents of eligible students to access the SES.
    - b) **Parent liaisons** to provider SES information to parents of eligible students through community workshops and personal contact.
    - c) Education Language Learner (**ELL**) **coordinators** and translators to communicate SES information in a language understood by the populations they serve.
    - d) **Migrant parent liaisons** to communicate SES information specifically to the populations they serve.
  - 2) Schedules an SES provider fair or open house for service providers from the state-approved list whose services are available within the school district. Parents should be encouraged to attend to become acquainted with providers' services.
  - 3) On behalf of students, contacts parent-selected SES providers and enters into contractual agreements to deliver services in a timely fashion.
  - 4) Makes arrangements with individual providers to use district facilities, adhering to the established LEA/school policy.
  - 5) Upon the receipt of the required participation documentation, disburses payments to providers for services.
  - 6) Monitors services provided to students and reports any irregularities about SES providers to the SDE.
  - 7) Reports data back to the SDE as part of an annual SES implementation and effectiveness evaluation.
  - 8) As required in the January 2009 Non-regulatory Guidance, posts Adequate Yearly Progress and Supplemental Educational Services information on the Web site of the LEA.
- D. Once parents select a provider for their child, the **LEA must enter into a contract** with the chosen provider [Section 1116 (e)(3)(A-E)] an example of which is included as Sample D. The required elements are starred. (*NOTE: Complete information concerning the law can be found in the No Child Left Behind Act of 2001, §1116(e)(3)(A) and in Non-Regulatory Guidance, January 2009, Section H-1.*)
- 1) After all parties have a signed contract, **the LEA, in consultation with the parents and provider**, helps develop a student individual learning plan (ILP) (see SAMPLE E) which has to include:
    - a) A statement of specific achievement goals for the student.

- b) The method by which progress will be measured and how the student's parent(s) and teacher(s) will be regularly informed of that progress. (*NOTE: LEA and provider must agree to a schedule.*)
- c) A timeline for improvement in achievement.

In the case of a student with a disability, the achievement goals, measurement and report of progress, and timetable must be consistent with the student's individualized education program (IEP) under Section 614(d) of the *Individuals with Disabilities Education Act* (IDEA) or the student's individualized services under Section 504.

#### Challenges

The LEA may not require or suggest that\*:

- 1) Providers offer a certain number of hours of services in order to receive the statutory per-pupil amount for services.
- 2) Provider tutors/employees have to be state-certified teachers.
- 3) Provider programs have certain student-teacher ratios.
- 4) Parents choose a particular SES provider. Under no circumstances should an LEA refuse to offer as an option to parents any provider on the state-approved list because of program design concerns. If an LEA has general concerns about the quality of a provider's services, the LEA should make its concerns known to the SDE.

<p><b>(N) A description of how the local educational agency will meet the requirements of Section 1119.</b></p>
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*No Child Left Behind of 2001* (Sections 1119 and 2122) requires that all teachers of core academic areas be "highly qualified." a highly qualified teacher must have a bachelor's degree, full state certification or licensure, and be able to demonstrate competency in each core academic subject he/she teaches. To ensure teachers hold and maintain these credentials, DeKalb County Schools complete 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. When new hire situations occur, every effort will be made to employ the most qualified personnel available. Applicants for positions in Deklab County Schools will be selected on the basis of their qualifications, merit, and ability. No person shall be denied employment, reemployment, advancement or evaluations, nor shall be subjected to discrimination on the basis of sex, age, marital status, race, religion, national origin, ethnic group, or handicap. Dekalb County actively recruits Highly Qualified Teachers by attending job fairs and visiting college campuses, with the personnel director, other administrators, and teachers serving as recruiters. Central Office personnel use *Teach, Alabama* on the ALSDE website to locate highly qualified staff for open positions. Teacher assignments are based on their credentials; ability to implement reform strategies based upon their strengths; and identified needs of students.

If a situation occurs and a teacher is not highly qualified, Dekalb County will develop an individual plan for each core academic subject teacher who has not been deemed highly qualified by the end of the school year and is not on track to meet the requirement before the beginning of the current school year. This plan will be jointly developed, as a written agreement between the LEA and the teacher, to describe specific actions that will be taken to get the teacher highly qualified as soon as possible, but not later than the end of the current school year. The teacher plan should include the following:

1. A statement indicating the teacher is properly certified for his/her teaching assignment.
2. A statement indicating the teacher is not yet highly qualified.

3. A statement to identify the option the teacher will use to achieve highly qualified teacher status. The option must be selected from the *Alabama Model for Identifying Highly Qualified Teachers-Revised 2006*.
4. A list, description, and timeline of teacher actions to accomplish the option identified.
5. A list, description, and timeline of LEA actions to facilitate accomplishment of the option identified. This element must name the central office administrator responsible for working with the teacher and, if applicable, the source(s) and amount(s) of fiscal support that will be used for this purpose.
6. A statement indicating the LEA's understanding that the State Department of Education will provide oversight for LEA actions.
7. A statement of potential consequences for the teacher that may result from failure to complete actions agreed upon in the plan.
8. The date of the agreement and signatures of the employing local superintendent or his/her authorized designee and the teacher.
9. If the teacher is not properly certified to teach the assigned subject(s) and grade(s), the plan must also include – in addition to 1-8, above – a list, description, and timeline of LEA and teacher actions that will be implemented to ensure that the teacher is properly certified for his/her assignment.

**(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).**

**Homeless Students**

Currently, DeKalb County Schools has identified about 50 homeless students. The district continues to monitor and review student registration to properly identify homeless students in compliance with the *McKinney-Vento Act of 2001*, section 725. Every student that enrolls completes a residency form indicating the student's primary nighttime residence. These forms are then submitted to the homeless liaison for review. The policy admission procedures are in place which reflects no barriers to the enrollment of these students. Therefore, should homeless students enroll, they would receive comparable services offered to other students enrolled in Title I schools. Set-aside funds have been allocated in the Title I budget for homeless students in any of the DeKalb County Schools. DeKalb County is also the recipient of a McKinney-Vento grant and funds are used to provide basic needs to homeless students.

**(P) A description of the strategy the local educational agency will use to implement effective parental involvement under Section 1118.**

**Parental Involvement**

Each year a minimum of 1% of the LEA's Title I allocation is set-aside to support parental involvement. Of the initial 1%, 95% is intended to support local school activities. The parental involvement allocation for each school is budgeted by a committee consisting of teachers and parents. Additionally, each year the committee develops the school Title I Plan, Parent Involvement Plan, Parent Involvement Procedures and Home School Compact.

Home School Compacts outline how parents, staff and students will share responsibility for promoting high student achievement. Parents are to receive the compact from their child's school with a checklist of responsibilities that teachers, parents and students will have for helping students achieve the goals. Parents sign and return the compacts to the school. The plans, as well as the state assessment results, are discussed at the annual meeting for Title I as well as other parent meetings throughout the year. Parents are

encouraged to visit the school and voice concerns at any time. Schools coordinate parent involvement activities and keep an open line of communication with parents through workshops, volunteer meetings, conferences, and phone conversations.

Each school, as well as the system, shall implement programs, activities, and procedures for the involvement of parents in programs assisted under this part. Such activities shall be planned and implemented with meaningful consultation with parents of participating children. An annual survey is conducted to implement the evaluation of the Parent Involvement Program. Results are analyzed and included in the schools' CIP Plan for the upcoming year. Each schools parental involvement plan will be sent home to all parents. Additionally, the LEA parental involvement plan will be sent home to all parents.

An Annual Meeting is to be held in each school. Parents will be provided information about the Title I guidelines. Copies of the school system Parent Involvement Plan and Policy will be available at each school and on the DeKalb County website. Parent input should be solicited regarding topics for other meetings. Parent-teacher conferences will be scheduled to be held throughout the school year and any time parents request to discuss student performance and needs. Parents will be notified of meetings by letters, school web site, and telephone (School Messenger) contact. Translators are utilized to translate conference notices that are sent to limited English speaking parents. School messenger phone calls are recorded by employed translators.

There are many ways in which parents can become involved with their children's education. DeKalb County Schools value both at-home contributions and those which take place at school and in the home. Reading to children at home, talking with them at family mealtime, providing an at-home study period, monitoring TV programs, and making sure homework assignments are complete are as important as volunteering at school and serving on committees. Many types of parental involvement are needed in a school-home partnership that will help all children to succeed.

For additional ways parents can become involved, parents should check with the child's classroom teacher, principal, or the Title I staff. Parents will be encouraged to offer suggestions in all areas of education to administration, personnel, teachers, and staff.

**(Q) 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.**

Based on recommendation of the Federal Program's Advisory Committee, local school teams, the annual needs assessment, and available funds, the Dekalb County Board of Education provides the following summer support activities:

- reading and math academies to at-risk students in grades K-8 (grade configuration may change based on need)
- a "jumpstart" program to English Learner students entering Kindergarten for the first time
- Language Acquisition support English Learners in grades 3-8
- High School Graduation Exam remediation for students in grade 11 and 12.

**(R) Parents-Right-To-Know**

At the beginning of each school year, Dekalb County Schools shall notify the parents of each student attending any school that the parents may request, and the district will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, 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 have 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.

ADDITIONALLY- In addition to the information that parents may request, a Dekalb County Schools shall provide to each individual parent—

- information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and
- timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.