

Dothan City Schools

LEA Title I Plan



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(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—

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

All Dothan City Schools (DCS) develop a continuous improvement plan (ACIP) that provides the foundation for the instructional year. Once state standardized test scores are received, the school leadership team based on student data writes the ACIP. Success of student achievement is based on set state department benchmarks in the form of annual measurable objective (AMO). Assessment data is disaggregated into subgroups; each subgroup must meet AYP requirements.

Academic assessments used in DCS Title I schools include:

- Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)
- Accelerated Reader
- Global Scholar
- Classworks
- ACT Periodic Benchmarks
- STAR testing
- Common Formative Assessments
- ACCESS Distance Learning

State Assessments used in DCS

- ACT Aspire (grades 3-8 and 10)
- ACT Plus (grade 11)
- Alabama Alternative Assessment (AAA)
- ACCESS for EL
- ACT WorkKeys (grade 12)

(b) To provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in Section 1111(b)(1)(D)(ii)*.

State test results are sent to schools and reviewed by teachers upon arrival during Fall Institute days in August. Once administrators and teachers examine the results the school then conveys the results to the parents and students. State report cards are sent home

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informing both students and parents of the 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, PTO meetings, and I-NOW Parent Portal. All stakeholders of DCS may also check testing results using the Alabama State Department of Education website.

- (c) To assist in diagnosis, teaching, and learning in the classroom in ways that best enables low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum.**

State courses of study, grade and subject specific pacing guides, and ACIPs provide the framework for classroom teaching and learning. Response to Instruction (RTI) is implemented in all Dothan City Schools. The emphasis of RTI is to assess student achievement and abilities and determine if additional assistance is required. This process operates on an intervention structure that involves three tiers, Tier I, II, and III. Students may be referred for Tiered assistance based on academic achievement in the classroom, state testing, data based testing (i.e. Classworks, ACT Periodic, DIBELS, Read 180 and, Global Scholar results), and behavior. Along with RTI schools have access to computer-assisted programs that provide feedback in regards to achievement; examples include: Classworks, Global Scholar, STAR testing, DIBELS, ACT Aspire and Periodic, and Odysseyware. Additional support may be provided through Title I funds in the form of instructional tutors, intervention teachers, and intervention aids.

- (d) To determine what revisions are needed to projects under this part so that such children meet the State student achievement standards.**

School leadership teams meet regularly to review and assess data, monitor program implementation, and adjust program components to ensure that the state's achievement standards are attained. RTI meetings are held regularly to discuss at risk students and to determine the best educational plan for each student. Walkthroughs by school administrators and central office staff are conducted to ensure that the components of the ACIP are being implemented.

- (e) To identify effectively students who may be a risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under Section 1208**.**

Screening for reading difficulties is conducted through reviewing state standardized test performance data. Additional screening is accomplished through reading assessments, which include ACT Periodic, DIBELS Next, STAR testing, Accelerated Reader, and classroom

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reading assessments. Also, RTI meetings serve as an effective way to identify students who may be a risk for reading failure.

*[*Reporting student progress using vocabulary describing three levels of achievement: Basic, Proficient, and Advanced]*

*[**Section 1208(7)(D) – The term “classroom-based instructional reading assessment” means an assessment that (i) evaluates children’s learning based on systematic observations by teachers of children performing academic tasks that are part of their daily classroom experience; and (ii) is used to improve instruction in reading, including classroom instruction.]*

(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 State Superintendent Report Card will be used:

- Professional Certification
- System free/reduced lunch eligibility
- Average daily attendance
- Annual dropout rate
- Annual graduation 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 Dothan City School’s ACIPs 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 (EL) in all Dothan City Schools are assisted through the SDAIE method which is an instructional process delivered by the content teacher and focusing on content and English language development simultaneously. EL instructors utilize and communicate WIDA standards and strategies to classroom teachers. ACCESS scores are also analyzed and communicated to teachers. EL students are also eligible for intervention programs that are provided by the school or LEA. Instructional and Reading Coaches also provide additional guidance to teachers who are serving at-risk students. ARI, AMSTI and SREB teaching strategies are used in all Dothan City schools and there is an emphasis on Tier II instruction in the classroom to better support at-risk students.

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(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 based on staff surveys from the ACIP. 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 ACIP and district objectives for highly qualified staff. ARI, AMSTI, and SREB professional development sessions are provided to illustrate strategic teaching. Additional professional development topics provided by DCS includes the following: SPE legal issues, SACS, AAESA Conference, School Law, Technology in Motion, AETC Conference, Mega Conference, Technology Integration Workshops, Model Schools Conference, IRA Conference/Reading Workshops, ACSAS Conferences, NCTM Conference, TU/D Workshops, Regional In-service Center Workshops, Summer Conference, NAEP, STAR in house, Accelerated Reader and Math, Homework Helps, and Curriculum Maps. Title II funds are allocated to provide financial assistances to core academic teacher and curriculum instruction leaders 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:

- a) **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.**

Dothan City School's Head Start Program has been in operation serving children from identified low-income families for over four decades. 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 DCS implements the following activities: Summer Bridge for upcoming kindergarten and sixth grade students, counselor driven lessons for fifth grade students on their upcoming transition, Open House, Parent/Student visits, and conferences with Pre-K parents.

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- b) 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 (EL) is served by the general education teacher whom emphasizes to direct Tier II instruction. Dothan City Schools utilizes the SDAIE model of instruction, focusing on content and English language acquisition and EL students are assisted through pull outs by EL instructors and are also eligible for intervention programs that are provided by the school or LEA. Curriculum materials that also aid in EL students education in DCS is the *Scott Foresman Reading Series*, Rosetta Stone, Classworks, and Read 180 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 Dothan City Schools serves non-migratory students. However, a policy is in place in case of enrollment. DCS in accordance with the McKinney Homeless Assistance Act and ESSA 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 Department of Youth Services works cooperatively with the DCS system and funds available from the Federal Government to DCS supply funding for two certified teachers and two paraprofessional. The Department of Youth Services is utilized by several surrounding counties and encompasses several school districts. Children, ages 10 – 17, which require instructional care, participate in educational activities while at the Center. The primary responsibility for these students is that of the Department of Youth Services, but a cooperative working relationship exist between the Center and Dothan City 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 Dothan City Schools System receives the Stewart B. McKinney Homeless Assistance Act grant that helps provide free and equal educational opportunities. Homeless children in

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Dothan receive temporary housing at the House of Ruth, Rescue Mission, Girls' Attention Home and Boys Home. Long-term homeless students are assisted by our Housing Authority. School based counselors assist the students in school transitions and adjustments. Homeless students are eligible to participate in any or all programs funded by DCS. 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.

(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 Dothan City Schools System is notified by the state if our district is selected to participate in the NAEP. DCS does provide appropriate test training, test security measures, etcetera. These measures are put into place as in any other testing situation. In addition, DCS 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 DCS will serve must have a population at or above 45% 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 DCS are: Beverly Magnet, Cloverdale Elementary, Dothan High, Girard Elementary, Girard Middle, Grandview Elementary, Hidden Lake Elementary, Honeysuckle Middle, Kelly Springs Elementary, Morris Slingsluff Elementary, Northview High, Selma Street Elementary, and Jerry Lee Faine Elementary.

(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.

Identification of eligible children most in need of services that are in targeted assistance schools will be determined based on the following:

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- **Kindergarten:** A grade of U and N in reading or math during a grading period on the Kindergarten report card; DCS Kindergarten Checklist and DIBELS Next will be administered to all students during the first three weeks of school. Title I qualification is based on a predetermined eligibility score.
- **1st Grade:** A grade D and/or F during a grading period of the first grade.
- **2nd – 12th Grades:** a grade of D and/or F in reading and/or math during a grading period on the report card.

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 DCS has no Targeted Assisted Schools.

(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 Dothan City Schools have developed school wide plans (ACIPs) and services will be provided for all students based upon the ACIPs. These plans are in the ASSIST platform. The fore mentioned plans were developed according to the ten components of a school wide program as outlined in Section 1114(b). The plans include but are not limited to the following:

- Needs assessments based on standardized test results, AMO, ACT Aspire and Periodic, DIBELSNext, faculty/parent/student surveys, etc...
- School-wide Reform Strategies that include Integrated Learning Systems, Accelerated Reader and Math, research based resources to improve proficiency rates in all grade and subject levels, multimedia equipment, ARI, AMSTI, STEM, and SREB Strategic Teaching Strategies, RTI data and interventions, etc...
- Parental Involvement Strategies such PTO, newsletters, Chalkable 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 DCS staff
- 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 DCS provides at-risk students with opportunities to receive services from the school-based counselor.

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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 DCS system children, ages 10 – 17, which require instructional care, participate in educational activities while at the Center. DCS and the Department of Youth Services in a cooperative effort, provide educational services to students that are awaiting adjudication. Federal funds are given to Laurel Oaks Behavioral Center; students attending this center also receive educational activities.

The Accelerated Recovery Center (ARC) is provided for overage and under-credited students, ages 16 and up.

DCS maintains that its employment of certified teachers and instructional assistants along with organized parent committees and programs help to provide teaching and learning activities for all students.

(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, DCS has no migratory students currently enrolled in our schools, we do have a policy in place that is in accordance with ESSA 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 EL 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.

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(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.

Dothan City 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. Faine Elementary houses one school based Pre-K Programs for DCS. A two-week Summer Bridge program is implemented in elementary schools to allow upcoming kindergarten students to become better acquainted to their future school setting.

(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.

DCS 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
- ACIP plans will be developed by school administration in cooperation with their School Improvement Team, presented to the faculty and will be implemented at the school level, and monitored by the principals
- School faculty will attend professional development on ARI, AMSTI, STEM, and SREB strategic teaching methods
- Multiple professional development opportunities will be provided to DCS 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.

DCS no longer offers School choice based on waiver Alabama received.

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

An Equity Plan is revised by DCS Personnel Department based on the state guidelines for state qualifications and licensing criteria. This plan includes Dothan City School's responsibilities and the DCS Teacher's responsibilities for obtaining qualified status, if this status was not obtained prior to employment by DCS. 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 Dothan City Schools are not qualified for their position. Current employees not meeting the state qualification and licensing criteria are notified detailing the parameters and deadlines in order to meet the requirements.

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 or higher; or
- 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 Dothan City 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, Student Services Department, and social service agencies. Homeless students are eligible to participate in any or all programs funded by DCS. 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. Funds are present for homeless children under the McKinney-Vento grant.

(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.)

Dothan City School's parent involvement policy and plan sets guidelines that each school will follow in creating their school-based Parental Involvement Plan. Each school designates a faculty 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

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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 (see Dothan City Schools Parental Involvement Plan addendum for the entire content of the plan).

(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.

DCS 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 ESSA are given a reasonable amount of time to become highly qualified. Letters are mailed home to the parents of the students 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.

Before and after school tutoring is offered in some Title I schools. Credit Recovery and Summer school are offered during the summer months in middle and high schools. Summer Bridge Programs and Freshman Orientation are held during the summer to introduce upcoming elementary, middle, and high school students to their new school community. Additional extended programs are based on the needs of each school.