

PAULDING COUNTY SCHOOL DISTRICT
LEA PLAN – TITLE I
2006-2009



Paulding County School District

Revised June 2008

PAULDING COUNTY SCHOOL DISTRICT LEA PLAN – TITLE I 2006-2009

Improve the academic performance of students in The Paulding County School District.

Provide high-quality student academic assessments to be used to help the system and each school meet the annual yearly progress goals established by the Georgia Department of Education.

- Participate in state-mandated assessments that will ensure adequate yearly progress as defined by the Georgia Department of Education.
- Analyze and disaggregate assessment data by the subgroups of poverty level, race and ethnicity, gender, disability and limited English proficiency to determine progress toward proficiency levels as established by the Georgia Department of Education.
- Report progress of each disaggregated group in the school district and school report cards as well as any other appropriate means.
- Review the literature to identify appropriate strategies to assist in diagnosis, teaching and learning that accelerate learning for all students, including students with disabilities, ethnic subgroups, gender, low income and LEP students.
- Implement strategies to assist in diagnosis, teaching, and learning in the classroom in order to accelerate learning for all students, including students with disabilities, ethnic subgroups, gender, low-income students, and LEP students.

- ☑ Establish specific annual measurable objectives for continuous and substantial progress by each group of students as they progress toward proficiency and meeting annual yearly progress goals.
- ☑ Annually review and revise the Title I LEA Plan to ensure that students meet the established annual yearly progress goals.
- ☑ Provide assistance to schools in reviewing and revising the Title I LEA Plan.

Determine if additional indicators of academic achievement should be included in the system and school assessment programs.

- ☑ With school input, consider additional indicators.
- ☑ Make a determination and implement any additional indicators of academic achievement.
- ☑ Consider state parameters for additional indicators.

Provide additional educational assistance to individual students identified as needing help in meeting state standards.

- ☑ Plan and implement ongoing quality professional development for teachers and paraprofessionals based on scientifically proven methods to address identified instructional needs.
- ☑ Implement programs and strategies such as Learning-Focused Schools, based on scientifically based research to strengthen instruction in the core academic subjects to address specific academic needs.
- ☑ Support programs, including extended learning time, to provide additional assistance for identified students.
- ☑ Examine the Georgia Performance Standards and Quality Core Curriculum for the purpose of clarifying and prioritizing standards and skills.

- ☑ Plan and implement instruction based on clarified curriculum and essential questions.
- ☑ Provide opportunities for professional development in the areas of mathematics and reading as related to scientifically-based instructional strategies.

Coordinate programs under Title IA with programs under Title II and provide appropriate professional development.

- ☑ Title I personnel will meet on-going with the departments of staff development, instruction, special education and other areas to coordinate programs and professional development activities. All curriculum personnel will work with schools and teachers in areas of need, etc.
- ☑ Design and offer professional development opportunities to address specific needs for all appropriate staff members, regardless of program.
- ☑ Solicit input regarding needs from other areas, such as ESOL, special education, instructional leaders and parents.
- ☑ Work through the budgeting process to assure funds are allocated to meet the professional development needs of all programs and personnel.

Coordinate and integrate Title IA services with other services, such as LEP, special education, etc. to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program.

- ☑ Support will be provided through parental involvement activities. Funds will be spent as required in this area.
- ☑ Classes will be planned and conducted for parents that provide information on available programs and services.
- ☑ Technical assistance and support will be provided to schools for any related federal programs for which they wish to apply.

- Funds will be reserved to provide services and materials for homeless children, as applicable.
- Provide technical assistance in meeting state and federal guidelines, removing barriers for program implementation, and supporting efforts to meet annual yearly progress goals.

Participate, if selected, in the state National Assessment of Educational Progress (NAEP) for fourth and eighth grade students in the areas of reading and mathematics.

- Administer the NAEP appropriately in selected schools.
- Coordinate with the Georgia Department of Education to provide information on the available results on the assessments.

Identify eligible attendance areas.

- Using free and reduced priced lunch data, annually rank school attendance areas from highest concentration of children from low-income families to lowest concentration.
- Select school attendance areas in rank order from highest concentration of low-income families, to lowest concentration.
- Allocate funds to selected school attendance areas in rank order from highest concentration of low-income families to lowest concentration.

Identify eligible targeted-assistance schools.

- Determine the number of resident children in each attendance area. Resident children may be determined by calculating the number of children who are normally served in the geographical area in which the school resides. This number is usually calculated from the fall FTE count, plus eligible private school children, dropout children, home study children, homeless children, and five-year-olds not in school, if known.

Provide support to students in eligible homes and institutions serving neglected and delinquent children.

- Address the needs of Neglected children in our district through collaboration with the Neglected Institution to provide services and materials necessary to meet the specific needs of the students, to assist them in making successful transitions to further schooling, and to prevent students from dropping out of the educational process.

Provide services for migratory and formerly migratory children who are eligible for those services.

- Review data to determine if there are migratory children who need to be served. For the 2007-2008 school year, three migratory or formerly migratory children have been identified in Paulding County.

Where appropriate and feasible, provide support for pre-kindergarten students at Title I schools.

- At present, there are no regular education pre-kindergarten classes at public schools in the Paulding County School District.

Assist low-achieving schools identified as in need of improvement.

- Recruit and hire high quality administrators, teachers, and support personnel through job fairs, visits to colleges and universities, internet postings and personal contacts.
- Provide high-quality professional development opportunities for administrators, teachers, and paraprofessionals that directly address the academic achievement problems of the identified schools.
- Provide School Improvement Specialists at each school as well as assistance from mathematics and reading coordinators.
- Provide technical assistance to schools in developing, revising, and implementing school plans which incorporate the required criteria, objectives and strategies in Needs Improvement Plans.

- ☑ Inform parents of the school's "needs improvement" status including appropriate transportation and supplemental service opportunities through letters and other media.
- ☑ Provide appropriate transportation and supplemental services for students in the identified schools.
- ☑ Provide technical assistance in the following: meeting state and federal regulations and guidelines, removing barriers to program implementation, supporting schools' efforts to meet annual yearly progress goals.

Implement appropriate public school choice and supplemental services in 'Needs Improvement' schools.

- ☑ Send letters to inform parents of the public school choice and supplemental educational services options available for the students in eligible schools.
- ☑ Provide transportation to eligible students, for school choice options, following Title I regulations.
- ☑ Provide supplemental educational services to eligible students following Title I regulations.

Provide highly qualified teachers and paraprofessionals at Title I schools.

- ☑ Develop a plan to ensure that all teachers teaching core academic subjects are qualified by the 2008-2009 school year.
- ☑ Recruit highly qualified teachers.
- ☑ Implement a teacher mentoring program for inexperienced teachers.
- ☑ Recruit highly qualified paraprofessionals.
- ☑ Provide appropriate high quality professional development for administrators, teachers and paraprofessionals.

Provide appropriate services for homeless children.

- Coordinate with other system departments and other agencies to provide services to identified homeless children.

- Reserve funds to provide materials and/or equipment for children identified as homeless.

Implement an effective parental involvement program.

- Revise the system and individual school parent policies to meet the federal and state regulations and guidelines.

- The Title I Parent Coordinator will assist the Title I schools in planning and implementing parent involvement activities at the system and individual school levels. These activities may include teacher workshops, home visits, parent training activities, monthly parent involvement committee meetings and other strategies that are designed to meet the needs of students.

- Increase the use of individual school Parent Resource Centers.

- Implement the parent compact requirements at each school.

Implement extended day and year instructional activities.

- Coordinate activities with other federal, state and local programs to provide services to students.

- Plan and implement tutorial and/or summer school activities for students.

Procedures for Complaints Received by Private Schools

Complaints and grievances received by private schools shall be handled and resolved as close to their origin as possible and through the proper channels using the following procedures:

1. Private schools should discuss any complaints or grievances with the appropriate Federal Program Coordinator.
2. Private schools may appeal the decision of the Federal Program coordinator to the Superintendent in writing.
3. Private schools may appeal the decision of the Superintendent to the Paulding County Board of Education in writing.
4. All decisions and appeals shall be submitted in writing.