

# Elmore County Public Schools 2022-2023 LEA Consolidated Plan

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This LEA Consolidated Plan has been developed in accordance with **Sec. 1112. [20 U.S.C. 6312]** of the Elementary and Secondary Education Act. The plan:

- has been developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

Plan approved by:

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Richard E. Dennis, Superintendent

Handwritten signature '9/22/2022' in blue ink.

Date of Approval

Handwritten signature of Celeste Tilley in blue ink.

Celeste Tilley, Federal Programs Director

Handwritten signature '9/22/2022' in blue ink.

Date of Approval

## Our Purpose

Every **Student** Empowered  Every **Student** Succeeds

## LEA Consolidated Plan

### Sec. 1112. [20 U.S.C. 6312]

**A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that:**

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. **Each local educational agency plan shall:**

### **1. Sec. 1112(b)(1)(A)**

**Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.**

Innovative and engaging instructional approaches will be used to enhance student knowledge and experiences. Our goal will be to transition schools away from a focus on teaching academic content in isolation in preparation for assessments to a climate that incorporates multidisciplinary learning environments that more closely resemble real-world experiences for our students. A well-rounded program of study will include:

- Accelerated learning programs to include Advanced Placement and/or Dual Enrollment course offerings;
- Science, Technology, English, and Math (STEM) initiatives;
- Activities that integrate music and arts across the curriculum;
- College and career guidance and counseling programs;
- Technology integration;
- Integration of critical thinking skills;
- Programs to support volunteerism and community involvement; and
- Positive behavioral intervention programs.

**2. Sec. 1112(b)(1)(B)**

**Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.**

Elmore County Schools utilize the Problem Solving Team approach to implement the Response to Instruction (RtI) framework which is utilized for identifying students who may be at risk of academic failure. The RtI process is implemented throughout the schools in the district. Reading, English/language arts, math, and behavioral needs of students in grades K-12 are identified and individual intervention plans are designed and implemented as needed. (Plans for high school students focus strongly on dropout prevention strategies.) The universal screening process, conducted three times per year, requires schools to gather multiple sources of data including, but not limited to, formative and summative assessment data as well as attendance and discipline data. This data is used to analyze student learning gains and gaps. Based on the data, students are placed in instructional tiers and monitored weekly, bi-weekly, or monthly depending on their tier placement. The individual needs of each student determine the intensity and frequency of the instruction/interventions. Both formative and summative assessments are used to measure progress. Parents are kept informed of all RtI interventions and are invited and encouraged to participate in RtI meetings concerning their child.

**3. Sec. 1112(b)(1)(C)**

**Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.**

All Elmore County Schools' ACIPs include strategies and interventions to provide additional educational assistance to students. Federal funds are utilized to reduce class size, thereby allowing teachers more time with each student. Struggling students are provided leveled and/or differentiated instruction by highly-trained teachers. Instructional coaches are employed to provide additional tier support for students needing intervention. Additional assistance is provided through:

- Remediation via in-class pullout sessions/small group instruction;
- Tiered instruction in reading and math (students in Tier 2 and/or Tier 3 may receive additional instructional time);
- Peer tutoring;
- Community volunteers and partners in education;
- ELL assistance via pullout, push in, or ELL class periods in secondary settings;
- Accommodations and modifications as needed;
- Credit recovery; and/or
- After-school tutoring.

**4. Sec. 1112(b)(1)(D)**

**Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.**

Elmore County Schools will identify and implement instructional strategies that are appropriately challenging, meaningful, and based on real-world problems and situations. Students' background knowledge and current level of understanding will be identified and will serve as the starting point of instruction. Frequent formative assessments will be used to monitor student progress and demonstrate understanding of identified skills and concepts. Teachers will incorporate strategic

teaching/literacy strategies designed to foster critical thinking across all grade levels and content areas, as appropriate. Examples of these strategies include directed reading, KWL charts, response notebooks/journals, anticipation guides, semantic maps, and graphic organizers.

**5. Sec. 1112(b)(2)**

**Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers**

Elmore County Schools continually monitors the hiring and placement of teachers to ensure that low-income students and minority students are not taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students. Each spring, we conduct a comprehensive assessment to determine personnel needs for the upcoming year. Applicants are screened to ensure that they possess the proper certification in the areas for which they have applied, and teachers with proper certification and experience are given priority in the interview process. Hard-to-staff openings (e.g., secondary science, secondary math, special education) are monitored even more closely to ensure that disparities do not result. In some cases, teachers may need to be reassigned to avoid any disparities. Once schedules are finalized, an out-of-field report is used to verify that all teachers are teaching in-field. Teachers deemed ineffective are placed on administrative evaluation cycles, and administrators meet with them to explain why, define expectations for improvement, and set goals and timelines to meet these expectations.

**6. Sec. 1112(b)(3)**

**Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2) Targeted Support Schools**

One Title I school in Elmore County is identified as an Additional Targeted Support and Improvement school. A framework is in place to support improvement at Wetumpka Middle School as well as all schools within the district. The school principal, instructional coaches, and/or local school ACIP committees conduct annual needs assessments and use that data to develop, implement, and monitor goals, strategies, and action steps. Throughout the year, the Director of Elementary Education and/or the Director of Middle School Education as well as the System Assessment Coordinator work with each school to interpret test data, compile longitudinal information, identify strengths and weaknesses, and provide professional development to close achievement gaps. Elmore County is committed to the academic success of its students, and it is our goal to continually monitor and evaluate student data to determine what curriculum revisions are needed to ensure that each student meets state student achievement standards.

**7. Sec. 1112(b)(4)**

**Describe the poverty criteria that will be used to select school attendance areas under section 1113.**

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is —

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. (*ESEA section 1113(a)(2).*)

Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

- Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the “75 percent poverty threshold”) from highest to lowest according to poverty percentage; and
- Serve the eligible school attendance areas in rank order. (*ESEA section 1113(a)(3).*)

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools —
  - The LEA must notify its secondary schools to inform them of the option.
  - A majority of its secondary schools must approve the use of feeder patterns. (*ESEA sections 1113(a)(5)(B) and (C).*)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (*ESEA section 1113(a)(3)(B).*)

Nine elementary and middle schools in Elmore County are served under Title I. These schools are served in rank order based on poverty identified with the free/reduced meal application and direct certification information. Four high schools are not served because the poverty percentage for all but one of them is lower than the lowest ranked and served school. One elementary and one middle school are not served because they do not meet the minimum poverty requirement. Grade span grouping is used to allow us to focus on the our elementary and middle schools which are the grade spans with the greatest need.

#### **8. Sec. 1112(b)(5)**

**Describe the nature of the programs to be conducted by such agency’s schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 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**

Elmore County Schools has 6 elementary schools and 5 of these schools are school-wide Title I schools. Of the 5 middle schools, 4 are school-wide Title I schools. These 9 Title I schools provide school-wide programs to assist low-achieving students in achieving the State’s challenging academic standards. Each school develops a Continuous Improvement Plan (CIP) and services are provided as indicated in the plan which is developed according to the ten components of the school wide program as outlined in Section 1114(b). ACIPs are revised annually to respond to data from the previous year. School-wide Title I programs focus on reading and math, providing support for those students in need of academic support to ensure all students graduate college and career ready.

Elmore County Schools do not currently receive funding for neglected and delinquent youth. However, as funds are available, they would be used to operate programs that involve collaboration with local facilities with which there is an established formal agreement regarding the services to be provided:

- To carry out high-quality education programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- To provide activities that facilitate the transition of such children and youth from the correctional program in an institution to further education or employment; and

- To operate dropout prevention programs in local schools for children and youth who are at-risk of dropping out or youth returning from correctional facilities.

Specifically, funds could potentially be used for:

- Dropout prevention programs that serve at-risk children and youth. An at-risk child or youth is one who is school-aged and is at risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has previously had contact with the juvenile system, is at least 1 year behind the expected grade level for their age, is a migrant or an immigrant, has limited English proficiency, is a gang member, has previously dropped out of school, or has a high absenteeism rate at school.
- Coordination of health and social services for children and youth who are at-risk (e.g., day care, drug and/or alcohol abuse counseling and mental health services) if there is a likelihood that providing such services will help these children complete their education.
- Special programs that meet the unique academic needs of children and youth who are at-risk, including vocational and technical education, special education, career counseling, curriculum-based entrepreneurship education and assistance in obtaining student loans or grants for postsecondary education.
- Programs providing mentoring and peer mediation.

#### 9. Sec. 1112(b)(6)

**Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).**

Homeless children and youth will have the opportunity to receive a free and appropriate public education regardless of residency status. The program will ensure that homeless students are afforded equal access to academic and other services that will allow them to meet the same challenging state academic standards as non-homeless students.

Procedural guidelines are in place to ensure that there are no barriers to enrollment. Homeless children and youth will not be denied enrollment due to lack of registration documents. Rather, they will be enrolled immediately, and school personnel will assist parents, guardians, or unaccompanied youth in obtaining the proper documentation.

Elmore County's Homeless Liaison will provide training on homeless procedures to appropriate personnel, ensure program implementation, and coordinate efforts to ensure that homeless children and youth are provided the opportunity for academic success.

Homeless children and youth are often undetected. The school district will conduct training sessions with appropriate school personnel to inform them of methods of identifying homeless children without stigmatizing students or families. The district will use a *Residency Questionnaire* which is included in each school's registration packet to facilitate identification of homeless children and youth and preschoolers. The parent, guardian, or unaccompanied youth will complete the residency questionnaire at the time of registration. The enrollment clerk may provide appropriate assistance to the parent, guardian, or unaccompanied youth in answering the questionnaire, if necessary. The forms will be housed with the guidance counselor or in close proximity. The school enrollment clerk and/or guidance counselor will contact the district's Homeless Liaison if a student is suspected of

being homeless.

The school shall enroll a homeless child even if the child is unable to produce proof of residency, birth certificate, social security number, immunization record, or school records. The school shall immediately contact the last school attended to obtain relevant academic and other records. If the child needs to obtain immunizations or medical records, the enrolling school's registrar will provide the parent, guardian, or unaccompanied youth appropriate assistance in obtaining the necessary records and documents for enrollment.

An unaccompanied youth may enroll him/herself. In this case, the school principal or designee will immediately contact the district's Homeless Liaison to report the enrollment of an unaccompanied youth. The school will provide the youth with proper assistance in a language that the student understands. The district's Homeless Liaison will assist the homeless unaccompanied youth in obtaining eligible educational services.

The district may require the parent or guardian of a homeless child to submit contact information. The application process for free and reduced-price meals can be expedited for homeless children and youth. The determination for free meals may be made without completing the full application process.

The district will not segregate homeless children. The district shall make the choice regarding placement without regard to whether the child lives with the homeless parents or has been temporarily placed elsewhere. All homeless students shall be provided with services that are comparable to services offered to other students in the school in which the child is enrolled, including:

1. Transportation services;
2. Educational services for which the child meets the eligibility criteria;
3. Programs in career-technical educational;
4. Programs for gifted and talented students; and
5. School nutrition programs.

The district will make school placement decisions in the "best interest" of the homeless child or youth. Students may continue in the *school of origin* for the duration of homelessness when a family becomes homeless between academic years or during an academic year, or for the remainder of the academic year. Homeless students may enroll in any public school attended by non-homeless students who live in the attendance area in which the student is living.

If the school enrollment decision is contrary to the wishes of the child or youth or youth's parent/guardian, the school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision. The complainant must file a School Enrollment Dispute Form with the school in which the student is presently enrolled. The principal of this school will notify the district's Homeless Liaison of the dispute and take steps to resolve the dispute.

When a dispute arises regarding school placement, the district will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth pending resolution of the dispute. The Homeless Liaison will take the necessary steps to resolve the dispute. If the dispute cannot be settled by the Homeless Liaison, the Liaison will assist the complainant in seeking technical assistance from an appropriate service agency.

The district will, to the extent possible, coordinate the provision of services to homeless children with:

1. Local social service agencies and other agencies or programs providing services to homeless children and their families;
2. Other local educational agencies (on inter-district issues such as transportation or transfer of school records); and
3. As applicable, state and local housing agencies.

Funding for the support of services for homeless students in Title I schools will be provided through the Title I program at the school. All schools in Elmore County are not Title I schools; however, additional funds are available to cover expenses from non-Title I schools. The set-aside funds may be used to purchase instructional supplies, provide health and medical assistance, purchase clothing and hygiene items, and any other purchases requested by the Problem-Solving Team that can assist the homeless students in remaining in school and succeeding in the academic program.

Parents of homeless students are encouraged to:

- Become actively involved in making suggestions in the planning and operations of the Title I program;
- Attend all informational meetings concerning Title I programs;
- Attend an annual public meeting to discuss the programs and activities that are carried out with Title I funds, to inform them of their right to consult in the design and implementation of projects, to solicit their input, and to provide them with the mechanism for maintaining ongoing communication among parents, teachers, and agency officials;
- Consult with teachers on an on-going basis and attend parent/teacher conferences, if possible; and
- Provide information and ideas on the effectiveness of the assistance that the student has received.

Elmore County Schools understands that it is important for school personnel, as well as parents and community stakeholders, to be made aware of the opportunities and services that are available to students and parents in our area who might qualify for services under the McKinney-Vento Act. To accomplish these important tasks, Elmore County will employ the following methods to inform school personnel, parents, and community members:

- Each year school personnel will receive training on identification of homeless students;
- The district's Homeless Liaison will ensure that registration packets include the Residency Questionnaire Form to assist in identifying homeless students;
- Brochures that include a summary of the McKinney-Vento program, the characteristics of students who may be experiencing homelessness, and contact information will be available at the schools;
- The district will notify parents/guardians of homeless children and youth of available resources and assist them in accessing the resources as needed;
- Posters by NCHIE will be posted in all schools. These posters summarize the rights of parents and youth who may experience homelessness and provide contact information for those needing assistance; and
- The district's Homeless Plan will be posted to the district website in the Federal Programs section.

Elmore County Schools will conduct an annual evaluation of its Homeless Education program to determine the effectiveness of the program through surveys. The system will adjust practices and procedures as needed to improve the effectiveness of implementation and student achievement. This plan will be reviewed and revised, if necessary, each year.

**10. Sec. 1112(b)(8)**

**Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs**

The goals of Elmore County Schools are to increase the number of children entering kindergarten with early literacy and math skills and to decrease the number of children with learning deficits, particularly in the areas of reading and/or math. While the district does not have any Title I funded pre-K programs, we do have ten First Class Pre-K classrooms (children must be 4 by September 1 to qualify and are placed in classes via a random selection process) in four of our elementary schools – Coosada Elementary (4), Eclectic Elementary (1), Holtville Elementary (1), and Wetumpka Elementary (4). In addition, we have Child Development Programs in all 4 of our attendance areas that serve 3- and 4-year olds and are a function of our Community Education program. Both the First Class Pre-K classes and the Child Development Program classes provide instruction in age-appropriate literacy and math skills as well as fine and gross motor skills. Families may register their children for kindergarten beginning in the spring prior to school entry and can tour the building. Elementary schools hold open houses prior to the start of school each year where parents and children can visit the school and their classroom as well as meet the teacher and other school personnel.

**11. Sec. 1112(b)(9)**

**Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.**

Elmore County Schools does not have any targeted-assistance schools at this time.

**12. Sec. 1112(b)(10)(A)**

**Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.**

Research shows that when students can form meaningful relationships with teachers who can help them both academically and socially, they achieve at a higher level. Positive relationships between students and teachers enable students to feel secure in their learning environment which may make them more willing to take on academic challenges and work on social-emotional development. This personal connection with an adult helps ensure that students have an advocate who understands their interests, struggles, and ambitions.

Elmore County Schools supports the transition from middle school to high school by offering a wealth of information to both parents and students and by providing academic and social support for all students, particularly those at-risk of failure.

Information

- Parent meetings/open houses at middle and high schools to inform parents of course

offerings and academic expectations for students.

- Multiple methods of communication between school and home.
- Use of Kuder online program, beginning in 8<sup>th</sup> grade, for students to identify interests and areas of strength to develop their individual 4-year plans.
- Field trip for all 9<sup>th</sup> grade students to tour the Elmore County Technical Center to learn about CTE programs offered and how they may relate to students' future plans.
- Elmore County Technical Center Career Coach, Counselor, and/or Assistant Principal visits to all 9<sup>th</sup> grade classes in the high schools to provide information on programs and career paths.
- Co-curricular/Club Fairs.

#### Academic/Social Support

- Professional development on young adolescents.
- Support high academic expectations for all students.
- Ongoing evaluation of 9<sup>th</sup> grade experience (course offerings, scheduling, academic support).
- Vertical team meetings to include review of achievement data with middle school and high school teachers to facilitate appropriate academic transition.
- All high schools are required to hold job fairs, college fairs, and invite college and military recruiters to speak with students.
- Provide opportunities for students to gain experience in various areas through volunteer work and/or shadowing individuals at their places of employment.

### **13. Sec. 1112(b)(10)(B)**

**Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

Elmore County currently provides on-campus dual enrollment opportunities for both academic and Career Technical Education courses through Central Alabama Community College. Students may also earn dual enrollment credit at other local colleges including Auburn University Montgomery, Faulkner University, University of Alabama Early College, and others, with prior approval. We encourage students to participate in these programs and provide detailed information to all parents. Our teachers and counselors provide a series of career planning steps for students to increase self-awareness to identify interests, values, personality, and abilities; explore career options; develop class schedules to better equip them with the knowledge, skills, and experiences needed for their career interests; and help students develop self-marketing skills to better implement their career goals.

### **14. Sec. 1112(b)(11)**

**Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)**

Elmore County Schools follows the Positive Behavior Supports (PBS) model by incorporating proactive behavioral techniques to specifically impact student behavior. Our goal is to reduce student discipline referrals, suspensions and/or expulsions, reduce the number of special education referrals, and improve student achievement by enhancing the capacity of schools to educate all

students, especially those with challenging social behaviors.

Positive Behavioral Supports (PBS) consists of a set of clear expectations for behavior, consistent reward and incentive programs, data-driven decision making, and faculty support. PBS can be incorporated into the RtI model on all levels. School-wide PBS targets the entire school population by mapping out procedures and processes through a set of behavioral expectations for an entire school. These expectations are taught to staff and students and highlighted through all school activities. The expectations are made into a variety of visual reminders throughout the school. Staff members regularly teach and refer to the expectations when dealing with students.

Each building leadership team develops and implements a school-wide behavior plan that acknowledges and rewards the students who are behaving appropriately and gives consequences for inappropriate behavior. Rewards should be age- and grade appropriate. Each building leadership team must then determine if staff members in the building have classroom behavior management systems in place to support positive behavior choices. Based on the building leadership team's assessment of staff need, additional professional development training should be provided to support the Positive Behavior Support Model. Additionally, school-wide efforts to support the PBS model should continue so that it permeates all facets of the school.

A variety of data is collected with the goal of identifying students who need support at various levels. Office referral data can be analyzed to identify types of discipline problems, settings, and chronic offenders. Teacher rating scales, checklists, and other school-wide data can be studied to identify the levels of support needed. Once data is compiled, an analysis can yield information on which types of interventions are needed. (If data shows that problems are occurring more often in a particular classroom, then interventions can be targeted to that classroom.)

PBS strategies range from providing rewards and incentives for students who follow school-wide expectations to implementing effective social skills lessons with students needing higher tiers of support. A school-based team can work together to collect data and design interventions which may prevent referrals to more specialized programs. Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Data must be regularly collected and analyzed to determine if interventions are successful. Movement between the tiers is dependent on success or lack of success which determines the need for more intensive interventions.

In the RtI framework, all students in Tier I receive high quality, scientifically research-based instruction from general education teachers in the core curriculum. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are based. Tier I instruction occurs in the general education setting, with teachers giving special attention to the needs of the student through *differentiated instruction*. Instruction at Tier I includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier I instruction must be both differentiated and culturally responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students.

Schools must have a proactive, school-wide discipline plan that includes positive reinforcement and preventive interventions to support positive school outcomes. School plans should be developed along the following guidelines:

- Build a Culture of Competence
  - Define behavioral expectations
  - Teach behavioral expectations
  - Monitor and reward appropriate behavior
  - Provide corrective consequences for behavioral errors
  - Utilize information-based problem solving
- Define School-wide Expectations for Social Behavior
  - Identify 3-5 expectations
  - Positive statements (what to do instead of 10 what not to do)
  - Easy to remember
  - Examples of positive statements:
    - Be Respectful
    - Be Responsible
    - Be Safe
    - Be Kind
    - Be a Friend
    - Be there – be ready
    - Hands and feet to self
    - Respect self, others, property
    - Follow directions of adults
- Teach Behavioral Expectations
  - Transform broad school-wide expectations into specific, observable behaviors.
  - Teach in the actual settings where behaviors are to occur.
  - Teach the words *and* the actions.
  - Build a social culture that is predictable and focused on student success.
- On-going Reward of Appropriate Behavior
  - Every faculty and staff member acknowledges appropriate behavior.
  - 5 to 1 ratio of positive to negative contacts.
  - System that makes acknowledgement easy and simple for students and staff.
  - Different strategies for acknowledging appropriate behaviors.
- Discourage and Interrupt Problem Behaviors
  - Do not ignore problem behavior.
  - Set clear guidelines for what is handled in class versus sent to the office.
  - Prevent problem behaviors from being rewarded.
  - Do not expect negative consequences to change behavior patterns. Negative consequences are a way to "keep the lid on." Teaching changes behavior.

Additionally, classroom teachers should have strategies in place to support the Positive Behavior Supports framework.

**15. Sec. 1112(b)(12)(A)**

**Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.**

The LEA will support experiential learning opportunities through our STEM initiative; service learning projects; meaningful, educational field trips; and through other hands-on learning opportunities. An

integrated curriculum will provide multiple opportunities for public speaking, mock interviews, real-world application of academic concepts, and writing.

**16. Sec. 1112(b)(12)(B)**

**If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.**

Students will participate in cooperative education opportunities/internships through Career-Technical Education classes on high school campuses or at the Elmore County Technical Center and in job shadowing opportunities. Middle and high schools will hold career fairs and have a variety of guest speakers on specific careers.

**17. Sec. 1112(b)(13)(A)**

**Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.**

Title I and Title II funds will be used for professional development for teachers and school leaders in identifying and serving gifted and talented students. To remove barriers in the identification of high-ability, low-income learners and high-ability English learners, training will focus on the importance of respecting and valuing cultural differences, regardless of socio-economic status, and better prepare educators to identify potentially gifted students. All 2<sup>nd</sup> grade students are screened for eligibility to receive gifted and talented services.

**18. Sec. 1112(b)(13)(B)**

**Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.**

Elmore County Schools will assist schools in developing effective library programs by assessing each program and utilizing the data to identify the specific needs at each school. This assessment will include an inventory of print materials and digital media as well as circulation data. The library program plays a vital role in student achievement, and providing appropriate materials as well as instruction and support to students on digital literacy is critical. School librarians support teachers in CCRS, Science of Reading, STEM, and other professional development activities and strategies, and they collaborate regarding selection and acquisition of print and digital items to ensure that any new materials align with the State academic standards and/or technology standards. Professional development and collaboration between classroom teachers and school librarians will be ongoing.