The Title I plan for the Anniston City School System is a fluid document, which will require annual revisions. The plan articulates the broad application of the Every Student Succeeds Act (ESSA) as implemented by the school system. Input for the plan will be solicited by the Director of Federal Programs in communication with the superintendent, administration, technology, principals, teachers, parents and community participants.

**High Quality Student Assessments**

In addition to the State of Alabama’s required battery of student assessments, the school may implement any one or a combination of the following assessments to individual students for the purpose of determining academic progress:

1. Accelerated Reader/Math Tests
2. STAR Reading/Math Tests
3. DIBELS
4. Stride Academy
5. IXL Math/English Language Arts
6. Advanced Placement Test
7. Academic Department Test
8. Teacher-made tests
9. Credit Recovery Pre/Post Tests
10. Classworks
11. Failure Free

Not only could these assessments be used to determine student academic progress, but also to make decisions about academic support activities that are needed in one or more core subject areas.

**Other Indicators**

The Anniston City School System may engage in other assessments or surveys in order to make programmatic decisions based on the need of our students. These activities may include, but are not limited to the use of the Pride Survey, the Significant Incidence Report (SIR), attendance reports, and school level surveys. The use of this information is at the discretion of the school system.

**Additional Educational Assistance**

Based on student needs, the school system may offer direct Title I assistance (with a Title I teacher), indirect Title I assistance, remedial computer labs, supplemental tutoring outside of school hours and summer school for remedial and for course purposes. The school system also administrates an English Learner (EL) program and Title IX program.
**Coordination of Programs (Title I & II)**

The Title I program will be coordinated with activities related to the Title II program (Professional Development and Class Size Reduction Teachers) by engaging in these strategies:

1. Title I personnel will be involved with curriculum personnel when developing the system’s Professional Development Plan,
2. The same LEA administrator will have the responsibility of administering all federal funds, grant funds, and special state funds so that layering can be minimized and coordination can be maximized,
3. Schools will conduct a professional development plan based on their surveys, Educate Alabama results, and the LEA’s Professional Development Plan. This school Professional Development plan should be a part of the Continuous Improvement Plan (ACIP). The integration of programs and fund sources is discussed in the ACIP.

**Coordination/Integration of Other Services**

At present, the Anniston City School System has students who fall within these categories:

1. Homeless
2. Foster Care Students
3. English Learners (EL)
4. Students with Disabilities
5. Neglected and Delinquent
6. Immigrant

Students in these categories are given priority in terms of participation in Title I programs. If migratory students or Indian students come into our school system, they would also be given priority in terms of participation in Title I programs.

Homeless students are Title I eligible and Title IX eligible. For example, a high school student who is homeless may receive direct, supplemental remediation instruction as needed. K-8 students may participate in a Summer Enrichment Program for Homeless students financed by Title I and Title IX funds.

EL students are served by Title I funds and other programs. Not only can these students be served with direct Title I remedial services and indirect Title I services such as supplemental materials/supplies, they can also be served by an itinerant ESL (English as a Second Language) teacher and other summer programs. Translation services will be provided at any meetings or conferences as needed.

Students with disabilities (IDEA funded) at any grade level may receive inclusion services and additional Title I and/or Title IX services, depending on their qualifying sub-populations. That same student may be eligible and would receive inclusion instruction in the Title I classroom if his/her Individualized Education Plan (IEP) specifies such. This could mean that an IDEA paid special education teacher may come into this particular Title I classroom and additionally serve this student. If this same student happens to be a qualifying LEP student, then the EL teacher may also serve this student.
Anniston City Schools also coordinates with Head Start and other pre-school programs within the school district in order to transition students into kindergarten as smoothly as possible.

**Participation in the State NAEP Progress**

If selected, the LEA will participate in the State National Assessment of Educational Progress in 4\textsuperscript{th} and 8\textsuperscript{th} grade reading and mathematics carried out under Section 411 (b)(2) of the National Education Statistics Act of 1994.

**Poverty Criteria**

Poverty criteria are determined by information submitted to the schools by parents. The information is input into the Chalkable/InformationNOW computer system and in the WebSMARTT Child Nutrition system. The information is then compiled at the central office for the State Department of Education. The State Department of Education will then determine the allocations for the school system and each school.

**Title I Programming**

General Title I programming that is conducted in all five schools in the system may include the following:

1. **Parent Involvement Specialist:** The system employs two parent specialists. These individuals spend 100% of their time implementing the ESSA legislation as it is related to Title I students.

2. **English as a Second Language (ESL) Program:** There is an itinerant ESL teacher who serves identified EL students at any school. The ESL program will be housed at Anniston Middle School. However, the ESL teacher serves all EL students attending any of our schools at his/her school site.

3. **Summer Enrichment for identified Homeless students:** A four-week summer enrichment program is available for Homeless students in grades K-8. Emphasis is on academic remediation and language based instructional experiences. Services are provided throughout the school year as well.

4. **Remedial Teachers may be provided at schools on an as needed basis.** Anniston Middle School has two Title I Computer Labs supervised by Title I Aides. Some of the software used for remediation in these labs are as follows: Stride Academy, IXL Math and English Language Arts, Global Scholar/Scantron, AR reading and math, STAR reading and math and/or Credit Recovery software.

5. **Title I Resource Teacher:** A non-administrative Title I Resource teacher travels to all schools providing instructional assistance to Title I schools and Title I teachers as needed. This position assists with the identification of special populations, coordinates the Title I material distribution and inventory process, works with the parent specialists and EL teacher and communicates with counselors, nurses, and/or principals regarding Title I matters.
The Neglected/Delinquent Program (Title I-Part D): The Camp Robert Lewis Boot Camp is a 91-bed, court-placed, residential facility serving a six county area in Northeastern Alabama. While students are living in this facility, they become the educational responsibility of the Anniston City School System. Title I programming for these students has included educational materials and supplies, technology acquisition, a teacher, an instructional aide, textbooks, and software programs that remediate skills needed to keep pace with their studies in order to transition back into their school or to receive a GED.

Migratory Students

During the student registration process, possible migrant students are identified using the Employment Survey. This process takes place all year long for any new-to-the-system students. While the school system has not identified any migrant students as of yet, we are prepared to serve these students with Title I services. These services may include direct Title I instruction, computer lab remediation, remedial material/supplies, EL services, and referrals to outside agencies.

Immigrant Students

At the present time, the Anniston City School System has two immigrant students who are identified. These students are provided access to services that are available to all other students. Title I funds will be available to provide needed services.

Pre-School Programs

At present, the Anniston City School System does not use Title I monies to directly fund pre-school programs. Title I funds are used to fund parent involvement specialists who coordinate transition activities from area pre-schools into kindergarten.

Comprehensive Support and Targeted Support Schools

At this time, the Anniston City School System has two schools designated as either a Comprehensive or Targeted Support School. Actions that the system may take to assist the schools may include the following:

1. Signing bonuses
2. Extended day and extended year activities
3. Remedial materials and supplies, including Technology
4. Re-assignment of teachers
5. Re-assignment of administrators
6. Assignment of an internal monitoring team
**School Choice / SES Services**

The Anniston City School System does not offer school choice. Supplemental Educational services are no longer an available option for the system.

**Certified Teachers and Paraprofessionals**

All certified teachers and non-certified personnel working with students will have met proper state qualifications and licensing criteria upon hire.

**Homeless Students**

Every year, the Anniston City School System will take a count of students who, by definition, fall into the category of Homeless. This Special Population is a large segment of the system’s student population.

Title I funds are used, along with Title IX (McKinney-Vento) funds, to support the needs of Homeless students. Title I funds are reserved as a set-aside in the Title I budget. These funds are used to support a four-week Summer Enrichment program for Homeless students.

In addition to the Summer Enrichment program, students are automatically provided Title I services and other educational services for which they might qualify. Since all schools in the Anniston system are Title I schools, Homeless students have an avenue through which they may receive services.

The Anniston City School System will ensure the following:

1. Homeless students will receive all needed educational services
2. Homeless students may receive contracted counseling services
3. Homeless students will participate in all required state and local tests
4. The parents/guardians of Homeless students will receive information about school programs in the same manner that parents/guardians of non-Homeless students do
5. Homeless students may be referred for medical, dental and other mental health services including counseling referrals. The referrals will be submitted in writing to the Federal Programs office by the Principal or Guidance Counselor
6. The Anniston City School System will support additional transportation costs pertaining to Homeless students and will pay for any enrollment costs for Homeless students
7. School supplies will be provided to Homeless students by the Federal Programs office
8. Homeless students will not be segregated or stigmatized, and will be provided with special accommodations enabling their enrollment or transfer into or outside of this school system.
Parent and Family Engagement

The Anniston City School System employs Parent Involvement Specialists who will be available for schools in the Anniston System in order to promote building a capacity of support for all schools and school programs. Parent specialists will adhere to the following:

(1) Parent specialists will conduct or facilitate parent meetings/workshops
(2) Parent specialists will make requested home visits
(3) Parent specialists will support the LEA plan/policy and the school’s plan
(4) Parent specialists will coordinate the Parent Compact process
(5) Parent specialists will assist with identifying and ensuring services to special populations
(6) Parent specialists will develop an on-going relationship with the schools’ parents/guardians
(7) Parent specialists will promote the requirements as articulated by ESSA
(8) Parent specialists will keep detailed documentation of activities through monthly reports and files kept at each school. This will be monitored by the Federal Programs Office

Parent’s Right-to-Know

Each year, parents will receive a note home from the school stating that they have the “Right-to-Know” whether their child’s teacher(s) meet(s) the definition of state qualified and licensed status. The note will explain to the parent(s) how to request this information from the school system.

After-School and Summer School Programs:

Title I funds, along with other funds such as At-Risk, and Title IX, will be used to support after-school and summer school programs. These programs will serve critical-need students after school. Summer programs will be implemented for remediation and/or for course credit.

These activities will support the system’s main goal of academic improvement, but will also assist in the improvement of retention and dropout rates.

Updating the LEA Plan

This plan will be revised at least annually. Input will be gathered from Annual meetings, advisory meetings, administrative meetings, teacher meetings and Title I parent meetings.