

# Allegheny-Limestone Central School District



Every Student Succeeds Act (ESSA)

Title I Plan

2021-2022 School Year

June 2021

Allegany-Limestone Central School District  
Every Student Succeeds Act (ESSA) Title I Plan  
2021-2022 School Year

**Required Components of Title 1 Program Plans**

1. Comprehensive Needs Assessment
2. School-wide Reform Strategies
3. Instruction by Highly Qualified Teachers
4. High Quality and Ongoing Professional Development
5. Strategies to Attract High Quality Teachers to High Needs Schools
6. Strategies to Increase Family Engagement
7. Measures to include teachers in decisions regarding the use of academic assessments and the use of assessment data to inform instruction
8. Activities to ensure that students who experience difficulty-attaining proficiency receive effective and timely additional assistance.
9. Coordination and integration of Federal, State and Local Services and Programs

**Title 1 Program Plans Required Component – Component One**  
**Comprehensive Needs Assessment**  
**Structure for 2021-2022 School Year**

Throughout the 2020-2021 school year, the focus of ALCS efforts centered on health and safety because of the COVID-19 pandemic. Within both buildings, Allegany-Limestone Elementary School and Allegany-Limestone Middle-High School, student schedules and attendance tracks were altered to allow the district to be in full compliance with social-distancing and DOH regulatory guidance regarding school safety. Within the structure of these efforts, the district continued with several crucial components of the Title I plan to include:

- Tier III supports for students
- School Improvement Team meetings to address building-wide needs of students and staff

The Comprehensive Needs Assessment was conducted in June 2021 with 338 surveys provided to ALES families (one per family). A total of 122 surveys were returned, equating to a **36% return rate**.

Additionally, four (4) surveys were completed online by families whose students are fully remote. Brining the total of returned surveys to 124.

**The questions that received the highest number of responses in the strongly agree and agree category included:**

- The school recognizes that all families want their child(ren) to do well in school. (118)
- The school keeps families informed regarding activities at school. (116)
- I am knowledgeable about the academic expectations for my child(ren). (113)
- The school staff demonstrate genuine concern for the well-being of all students. (114)

**The questions that signified an area of future focus includes the following questions where a high number of parents answered no or not sure:**

- The school offers a variety of activities including workshops and informational events for families. (40)
- Students at ALES are administered the i-Ready Diagnostic Assessment three times each year and as parents, we hear our child(ren) talk about their progress on the assessment. (54)
- Bus behaviors are addressed by the school. (55)
- The school provides opportunities for parents to provide input into school decisions. (56)
- I have been invited to participate in school planning such as the school improvement plan, the Title I plan, parent involvement policy, etc. (86)
- My child(ren) has talked about the Growth Mindset at home. (103)

*[NOTE: Responses need to be discussed in consideration of the COVID-19 pandemic]*

Additionally, New York State requires that districts complete a Self-Assessment Monitoring Review. Areas for improvement (based on the survey) moving into the **2021-2022 school year** include:

During Open House and Parent/Teacher Conference days at ALES, have an informational display/station regarding Title I implementation at ALES.

Sharing of ALCS District ESSA/Title I plan with the School Improvement Team.

Update AIS Determination Chart and distribute to administrators, interventionists, grade level coordinators, team leaders, and/or counselors.

Use future Title IV funds for family engagement activities regarding literacy and use of technology.

Include information regarding family engagement policy in fall edition of the Gator Communicator.

Include on ALCS website information regarding research-aligned curriculum/strategies utilized as part of AIS instruction with interventionists.

Inclusion in New Teacher Orientation/Mentoring program of such topics such as: building capacity for family engagement, value/utility of contributions of parents/families, how to read out to/communicate with families as equal partners in their child's education, how to build ties between home and school.

**Title 1 Program Plans Required Component – Component Two**  
**School-wide Reform Strategies**

The Director of Instruction provides oversight for all programs associated with Title I through Title IV through coordinating comprehensive planning efforts, professional development for the district, the implementation and support of instructional technology, assessments, and the data collection for both the district and New York State. Collaboration is an intentional component of these efforts. The district, through the work of the Director of Instruction and Building Administrators will conduct services and reporting for students, including those with disabilities, homeless/unaccompanied youth, neglected or delinquent youth along with those for all other students through the support of an integrated approach.

Strategies being implemented for the **2021-2022 school year** includes:

- Continued redesign of master schedule to maximize communication and consistency among staff and instruction.
- Fidelity of i-Ready usage including diagnostics, progress monitoring and instructional tools.
- Development of common language of instruction.
- Curriculum alignment with new Next Generation Standards in all content areas.
- Vertical Alignment Team meetings for teachers in grades K-5 and 6-8.
- Interim Assessments scheduled for all grade level courses as well as schedule for departments and teams to review data.

**Title 1 Program Plans Required Component – Components Three and Five**  
**Instruction by Highly Qualified Teachers**  
**Strategies to Attract High Quality Teachers to High Needs Schools**

The Allegany-Limestone Central School District monitors the hiring process carefully to ensure that all candidates that apply for a position within the district meet the standards of being highly qualified. The applications of candidates are screened for completeness, meaning that they have the experience, background, and supportive credentials for the respective certification area. In the extreme case of a shortfall of certified candidates in specific content areas, the district could place the best candidate into a temporary, per diem position while requirements are completed, or a certified candidate is found. Such staff would not only be targeted for the district- required mentoring program, but also an increased level of support and supervision. From there, qualified candidates are contacted for an interview with a district interview committee. Interview committees are assembled for each open position with membership on the committee varying depending on the building, grade level and responsibilities of the position. The committee is comprised of educators, support staff, and administrators. For classroom teaching positions, candidates, when possible, present a lesson to students (10-15 minutes). Students within the classroom complete a feedback form and the interview committee considers this. The committee recommends up to three candidates to the Superintendent of Schools for final interviews.

District staff verify the certification status of all staff in the fall of each year to avoid BEDS discrepancy reporting and providing parents with necessary notification if applicable.

All hired staff are expected to be and remain highly qualified. The Director of Instruction works to monitor the NYSED TEACH system for certification verification and to confirm/record the qualifications of paraprofessionals.

The district continues to collaborate with local colleges to build and enhance our teacher recruitment efforts to hire quality candidates for our district. The district hosts student teachers and interns throughout the school year. The student teachers participate firsthand in a rich and extensive experience at the school and often desire to return.

**Title 1 Program Plans Required Component – Component Four**  
**High Quality and Ongoing Professional Development**

Oversight and decision-making responsibilities for professional development are assigned to the Director of Instruction. This administrator facilitates the work of the School Improvement Teams as well as individual conversations with Grade Level Coordinators/Team Leaders in parameter setting for professional development opportunities. Ongoing needs assessments influence the delivery of staff training and ensure the work is supportive of the identified gaps based on assessment data as well as meeting the building needs as identified by building administrators.

All curriculum and instructional practices are tied to Next Generation Standards and guidance from NYSED. From lesson plans and standards aligned curriculum to analysis of assessment results and successful pedagogic methodologies, our goal is to continue to provide resources and professional development to educators and paraprofessionals that will directly affect student skill and knowledge acquisition.

The district focus continues to be on the implementation of the Next Generation Learning Standards along with civic responsibility for students and improved data analysis to ensure our curriculum and instructional practices are in alignment with those Standards. Simultaneously, the vertical and horizontal alignment of our own curriculum framework is ongoing.

Our focus for the **2021-2022 school year** includes:

- Continued analysis of our curriculum and instructional practices for alignment with the Next Generation Learning Standards.
- Working to ensure a culturally responsive curriculum is implemented across the district at all grade levels.
- Growth and development in our understanding of and ability to generate valid formative and summative assessments.
- Increased awareness of the impact of technological tools on student learning in both development and intervention settings.
- Data analysis with connection to instructional practices (Focus on interim assessments, formative assessments, summative assessments and diagnostic assessments).

- Refinement of Response to Intervention (Academic Intervention Services) process as well as communication of that process to stakeholders.
- Providing a focused effort on improving attendance.

Additionally, professional development offered will include:

- Director of Instruction and the Literacy Coach will continue to work with departments and grade levels to implement the Next Generation Standards.
- Focus on working towards clear curriculum documents with integrated literacy instruction.
- How to reach out to, communication with, and work with families as equal partners building the ties between the school and the home.
- The value and utility of contributions of parents/families in the education of all students.

All new programs, materials, and professional development in the district are expected to be based on scientific research. We rely on both the Cattaraugus-Allegany BOCES and Erie 1 BOCES staff and services for assistance in this along with local agencies and industry partners.

All staff who participate in any professional development activity have the obligation to document that learning through a reflection process that includes responses focused around: learning that occurred, anticipated impact on student achievement and student learning, as well as expected next steps.

**Title I Program Plans Required Component – Component Six**  
**Strategies to Increase Family Engagement**

The Allegany-Limestone District Policy on Family Engagement continues to serve as the framework for our work with families. We appreciate that our communities demand a high level of interaction between the school and students' homes. We have support organizations including parent-teacher organization as well as booster organizations for academics, athletics, and the performing arts. Parent volunteers also assist in our schools at all grade levels through a variety of collaborative opportunities. These groups are integral to our operation, we could not function without the parents who devote time, and energy to academic endeavors such as reading and literacy programs, family-connect events, service-learning projects, student recognition events, local business mentoring programs and more. Additionally, the District partners with other local programs, including CA BOCES and the Cattaraugus-Allegany Teacher Center, along with local business sponsors to ensure that family engagement programs are feasible and appropriate for Allegany-Limestone Elementary students and their families.

Parents also serve on a variety of district teams. Their partnership helps guide our planning and decision-making processes and their input is a valuable contribution to our work. The annual Title I Parent Meeting, held each spring at a time that is convenient for families, brings together the Director of Instruction, Elementary School Principal, interventionists, and families to discuss the current service delivery structure within the elementary school, review the Title I plan, explain the right of families to be involved, and review parental survey data to guide the work for the ensuing school year.

Communication with parents is also a critical component to our work in providing educational services to all students. We offer information through a variety of resources including our district newsletter, frequent mailings/communications, and our website. All parents are encouraged to contact staff through scheduled conferences as well as through telephone calls and email.

To provide information to parents about their own children and increase family access to educational materials to support learning at home, we utilize technology as a means of communication. Increased use of our Student Management System provides parents with up-to-date data on students making readily available to families academic and attendance data through the parent portal.

Information about Response to Intervention (RtI) and Academic Intervention Services (AIS) is shared with parents through district newsletters, individual mailings, and program information notices. The quarterly AIS student report was updated during the 2017-2018 school year to provide parents with specific information concerning the individualized skill enhancement work as part of student's time with an interventionist. An annual information meeting will be held in the fall to provide families with an overview of our program and how the State's academic content and achievement standards drive the work within the classroom and with students receiving Academic Intervention Services. The goal is to utilize our technology and provide the overview in person as well as online to allow parents to view the information at their convenience.

The Allegany-Limestone Elementary School utilizes a standards-based report card. With the adoption of the Next Generation Standards, the report cards were revised for the 2018-2019 school year in the following ways:

- Grade level specific report cards (no longer grade level bands).
- Alignment with the Next Generation Standards focusing on priority standards.
- Standards presented in a format that parents/families could more easily understand.

The district has a written complaint procedure is outlined in the school newsletter/calendar and is available in offices at both the elementary and middle-high school. Further clarification questions or assistance requests would be forwarded from the specific instructional office to a district level office (Director of Instruction or Superintendent) as necessary.

**Title 1 Program Plans Required Component – Component Seven**  
**Measure to include teachers in decisions regarding the use of academic assessments and the use of assessment data to inform instruction**

Grade Level teams meet with the ALCS Literacy Coach and/or the Director of Instruction, along with the building administrator, on a rotating monthly basis to review student diagnostic assessment data. Teachers and interventionists in meeting the individual needs of students implement the decisions made by the team.

Teachers use prior state assessment data, when available, to inform their instruction as well as teacher created assessments. Teachers adjust instruction by using formative assessment



protocols. (Note: 2019-2020 and 2020-2021 school years, state assessment data was not available as a result of changes in administration guidance from NYSED).

Student input and reflections are valuable in determining instructional needs. IEPs and 504 plans are also used to inform instruction to meet the needs of individual students.

**Title 1 Program Plans Required Component – Component Eight**  
**Activities to ensure that students who experience difficulty-attaining proficiency**  
**receive effective and timely additional assistance.**

Students are our priority. To provide all students with an equal opportunity to learn, we strive to reach those with academic disadvantages through multiple means. Intervention services to all qualifying students are provided through a variety of venues to meet individual student needs. Data is collected through regular screenings and progress monitoring protocols. Analysis of benchmark and formative assessments results provides information upon which Director of Instruction, Building Administrators and teachers base future program decisions, in collaboration with members of the intervention team.

Academic Intervention Services help students who are struggling to achieve the learning standards in a variety of subject areas. Services provided to students include:

- Extra instructional time to assist students
- Special education programming for students who qualify
- Consultant teacher services
- Specialized reading instruction
- Individualized reading, writing and literacy instruction to meet student needs
- Individualized mathematics instruction to meet student needs

The Director of Instruction affects student achievement and equity of education in the following manner:

- Providing a district-wide perspective on expectations for communication, support, teacher interventions, attendance issues, coordination of activities, integrated services and data usage.
- By ensuring a deliberate attempt to include parents in decision-making, classroom activities, professional learning, special events and committee work done across the district.
- By reporting to the Board of Education efforts made to reduce the gap separating low-income students from others with respect to achievement. The attendance concerns we face because of a shift in our demographics necessitate that we reach out to families differently through our counselors, building administrators and teachers as well as helping teachers understand the changing dynamics under the leadership of our administrative team.

**Title 1 Program Plans Required Component – Component Nine**  
**Coordination and integration of Federal, State and Local Services and Programs**

Title I funds are used at ALES to support family engagement and to fund teaching personnel. AIS Math and Reading teachers are supported by Title 1 funds.

The Allegany-Limestone Central School District will collaborate with state and local child welfare agencies (CWA) to develop and implement clear written procedures for how transportation will be provided, arranged, and funded for District students during the time they are in foster care.

We understand that it is our joint efforts that can make a difference in our children's learning. We acknowledge our responsibilities as outlined above and agree to work together to maximize the successful academic growth of all of our ALCS scholars.

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Director of Instruction Signature

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Date

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ALES Principal Signature

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ALCS Literacy Coach Signature

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ALES Interventionist Signature

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ALES Interventionist Signature

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