

## Highly Qualified Plan

**Procedure for Increasing the Percentage of Highly Qualified Teachers and Paraprofessionals in Fayette County Schools  
And  
Increasing the Percentage of Core Classes Taught By Highly Qualified Teachers**

The following plan will guide the county's effort to identify and address needs in meeting NCLB requirements for highly qualified teachers.

**1. Analyze data and identify deficiencies**

**Timeline:** August/September

**Person(s) Responsible:**

- Superintendent
- Director of Personnel
- County WVEIS Contact
- Principals

**A. Ensure data accuracy**

Principals' meeting

- Communicate the necessity for **accurate** data to be entered into WVEIS
- Verify **course codes** entered for classes (SCH.310)  
[http://wveis.k12.wv.us/surveys/course\\_endorse.cfm](http://wveis.k12.wv.us/surveys/course_endorse.cfm)
- Verify **teacher certification** codes
- Ensure that all **certification codes** are included for each teacher
- Verify each teacher's **social security number** (STU.240)
- Verify each teacher's **grade level** assignments
- Compare certification codes with course codes – **must match**

State review – verification

- Course codes
- Social security numbers of teachers
- All certifications for each teacher
- Grade level assignments

**B. Identify problem areas**

**Timeline:** October

**Person(s) Responsible:**

- County staff (Title I, II, III, special education, personnel, WVEIS) will analyze data and report the data to principals.
  - 1. Determine the percentage of highly qualified teachers in the areas of:**
    - Core classes
    - Particular subjects or programmatic levels
    - Future retirements
    - Potential transfers and/or reduction in force
    - Special education
    - K-8 certification teachers employed at the middle school
    - Teachers of English language learners
  - 2. Report qualification needs to teachers who are identified as not meeting the highly qualified status**
    - Schedule a meeting with the teacher by way of a letter with a copy sent to the principal.
    - Possible solutions may include encouraging the teacher to take more course work or transfer

**C. Review additional data**

**Timeline:** December

**Person(s) Responsible:**

- County staff – superintendent, personnel, Title I, II, III, curriculum, and special education

**1. Percentage of increased highly qualified teachers will be reported to:**

- County administrators
- WVDE
- Federal Programs
- Curriculum Director

**2. Personnel season – written communication**

- Retirement incentives
- Review retirement data for upcoming needs
- Potential transfers and/or “RIF” positions (elementary, middle, high)
- Directors of Title I, II, Special Education, Personnel will review teaching assignments of Title I, Title II, and special education teachers
- Directors of Personnel and Title III will review teaching assignment of English language learners

**2. Options to increase highly qualified teachers in core academic classes**

**Timeline:** Ongoing

**Person(s) Responsible:**

- Director of Personnel
- Director of Federal Programs
- Director of Curriculum

**A. Recruiting**

- Increase the scope of recruitment (i.e. college job fairs and website)
- Encourage teachers to consider expanding their certificate to embrace high need areas
- Tuition reimbursement to assist teachers in completing course work
- Require “permit teachers” to become highly qualified within a specific amount of time
- Alternative Teaching Certificate (where applicable; permits or out of field authorization)

**B. Retaining**

- Peer coaching during school hours
- Continuous and sustained professional development (see below)
  - Formative assessments
  - Differentiated instruction
  - High yield instructional strategies
  - Culture that values all students
  - Data analysis to target student achievement

- Provide mentors for beginning teachers
- Assistance to teachers changing subjects or programmatic grade levels.
- New teacher induction/new principal induction

**C. Retraining**

- Tuition reimbursement
  - To encourage teachers to become highly qualified in another core subject
  - General educators to become highly qualified in special education

- 3. Implementation of the plan**  
**Timeline:** Ongoing  
**Person(s) Responsible:**
- Director of Personnel
  - Director of Federal Programs
- A. Policies and procedures**
- Administrative guidelines for highly qualified teachers/highly qualified paraprofessionals
    - Vacancy is identified
    - Principal request posting of position
    - Applicants submit required documentation
    - Credentials are evaluated
    - Qualifying names are provided to principal
    - Highly qualified teachers/paraprofessionals will be employed
  - Tuition Reimbursement
    - Title I required 5% set aside for Title I Schools – after WVDE denies reimbursement
    - Title II for qualifying teachers in school not served by Title 1 – after WVDE denies reimbursement
  - Parents Right to Know
    - Notification of teacher qualifications
    - School handbooks
    - Parent-School Compact
    - County website
    - Notification to parents of students who have been taught for a period of four consecutive weeks by a teacher who is not highly qualified–Title I schools
    - Principal’s attestation statement – to attest the certification and qualifications of teachers in their school – Title 1 schools
- 4. Budgeting for the plan**
- Title II funds are used to assist teachers to become highly qualified
  - Title II funds are used to support:
    - Tuition reimbursement
    - Personnel hiring process
    - Professional development
  - Title I funds are used to assist teachers to become highly qualified in Title 1 schools
- 5. Communicate the plan to stakeholders**
- Tuition Reimbursement Policy approved by the board of education
  - Tuition Reimbursement Policy is distributed to schools
  - Federal Programs Advisory Committee
  - Parent’s Right to Know
  - Parent-School Contact
  - Principals’ Meeting
  - Publish new policies for comment periods prior to Board approval
  - Explain new administrative procedures and timelines to all affected personnel
  - Communicate to parents and the public how the plan will impact the learning and achievement of students
  - Strategic Plan