

Dale County School System

LEA Consolidated Plan

2021-2022

Documentation of the process employed in the development, approval, and regular revision of the plan.

The Dale County Schools developed the LEA plan for Title I through the administrative staff with input from individual schools, committees and programs. All but one school within the system are school-wide Title I schools and completed the process of updating school plans with technical assistance from the Central Office of Dale County Schools. The State Department of Education provided technical assistance in writing the original school-wide plans. The school-wide Title I plans served as a framework for the Dale County Title I Plan.

The LEA Plan was developed to provide the framework for serving the needs of the children of the Dale County Schools. The LEA Plan was developed by the federal programs coordinator with assistance from school administrative staff, school level Problem Solving Teams (PST), school and community stakeholders and other central office staff members. The plan was developed through a series of staff meetings, committee work and individual input after the ESSA Plan was implemented. The LEA plan will be evaluated and revised yearly by LEA personnel and committees to meet the needs of the schools and the students. The plan is then submitted to the superintendent for final approval. Copies of the LEA Title I Plan are made available for review at each school site and the Central Office.

Communication documents, agenda, minutes/notes of meetings and sign-in sheets.

Communication documents, agendas, meeting notes and sign-in sheets for meetings will be used to provide documentation of ongoing work concerning the development, implementation and evaluation of the Consolidated Plan.

Procedures and practices in place for disseminating individual student assessment results to teachers and parents.

Individual student and school assessment reports are released to the schools promptly when they are received from the SDE. The school administrators receive the reports from the system test coordinator. The school administrators release the test scores to the individual teachers through faculty meetings, department meetings, or common planning meetings so that evaluation and monitoring of the scores can be addressed by school personnel. The schools send the individual

reports to the parents with the first progress report or report card that is issued after the test score release. This allows the test results to be sent with regularly scheduled reports so that parents will understand the importance of the results. Individual schools schedule activities for parents to explain how to interpret the test results. Individual meetings with parents are also used to disseminate their child's results. Dale County Schools also uses SchoolCast to announce when assessment results will be sent home to each student and Individual schools use the Remind Me App to communicate with parents.

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.

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.

The Dale County School System teachers teach the standards as required by the ALSDE. Local pacing guides are also used by teachers to ensure that the standards are taught in a timely manner. These guides are put together by a committee of teachers, curriculum supervisors, and instructional coaches to ensure that all of the schools in the county are moving through the curriculum at a consistent pace. The pacing guides are revised and updated each year under the guidance of teacher leaders, curriculum coordinators and Instructional Coaches. Test data is utilized throughout the year to determine the effectiveness of the pacing guides

Grades K-12 teachers will monitor student progress by utilizing data from the mandated state assessments which will help determine the success of students in meeting the state's student academic performance standards. These assessments will also be used to provide information to parents and students; assist in diagnosing, teaching, and utilizing appropriate learning strategies; evaluate program effectiveness; determine and provide professional development; and revise program components if necessary. The Dale County School System participates in the following state assessments to ensure high quality instruction and determine student success in meeting the state student performance standards:

- *ACAP Summative Grades 2-8*

Aligned with College and Career Readiness Standards and is directly linked to the ACT College and Career Readiness Benchmarks which gauge students' progress in English, Mathematics, Reading, and Science. The reading and math section of this assessment will

be administered in grades 3-8 this year. The science section will be administered to students in grades 5 and 7.

- Alabama Kindergarten Inventory

This will be administered to all Kindergarten students within the first three to four weeks of school

- ACT Plus Writing – Grade 11

ACT Plus Writing scores may be used for post-secondary admission. All of the ACT assessments are indicators of growth or lack of growth in the area of college and career preparedness.

- ACT WorkKeys – Grade 12

Measures of foundational work skills required for success across industries and occupations.

- ACCESS for ELLs – Grades K-12

Administered to any student identified as limited English proficient. The WAPT assessment is used to measure language acquisition proficiency. An Alternative ACCESS for ELLs can be administered to EL students with severe cognitive disabilities and who also participate in AAA for special needs.

- ACAP Alternate Assessment (AAA) – Grades 3-8 and 11th

ACAP is administered to determine the proficiency level of students with severe cognitive disabilities. Reading and math will be administered in grades 3-8 and 11. Science will be administered in grades 5, 7, and 11.

- NAEP - National Assessment of Educational Progress if selected for grades 4 and 8.

Classroom Based Instructional Assessments include:

- Dynamic Indicators of DIBELS Next
- Accelerated Reading Program
- Scott Foresman Reading Series
- Engage NY Math Series
- Engage ELA
- Progress Monitoring Tools
 - SPIRE
 - STRIDE
 - Resources for Core Reading and Math Programs
 - Pearson aimswebPlus
 - Moby Max
 - Renaissance STAR

In addition, feedback opportunities will be given to students, parents, and teachers in order to identify school characteristics that they consider to be of importance and concern at each local school. The information gained will be considered and areas of concern will be addressed with students, parents, teachers, and administration. The ACIP Committee will have input concerning local school assessments.

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.

Services are provided for ALL students in Schoolwide programs with an increased emphasis on helping the at-risk students (migratory, limited-English proficient, students with disabilities, homeless, foster care students, neglected/delinquent, and economically disadvantaged) achieve local and state goals of high achievement. Measures to be used toward achieving these goals and making revisions when appropriate are addressed by the ACIP committees.

To identify students who may be at risk for academic failure, universal screeners through DIBELS Next, LEXIA reading, Pearson aimswebPlus and Scantron Assessment are used in grades K-12. Moreover, state assessment data is reviewed before the beginning of each school year to further identify students in need. INOW reports are also used to show students who have risk factors such as low attendance, poor grades, and excessive discipline referrals. These reports are used in our PST meetings to develop plans for struggling students in conjunction with RTI meetings.

Although each school's ACIP was written to meet SDE requirements, each varies in composition and strategies to meet the individual needs of each school and the students. Dale County School's ACIP plans are reviewed and monitored throughout the school year by each individual school's (Ariton School, G W Long Elementary School, Dale County High School, Newton Elementary School, Midland City Elementary School and South Dale Middle School) ACIP Committee. Other progress monitoring tools include the following:

1. A-F Report Card (system and school)
2. Annual Retention Rate
3. RTI Lists
4. Average Daily Attendance
5. SIR Reports
6. System Average Current Expenditures per child in ADA
7. System Free/Reduced meal eligibility
8. Stakeholder Surveys
9. Student Progress Reports
10. Graduation Rates

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.

Dale County Schools use information obtained from the state assessments, AimswebPlus and additional assessments to assist in diagnosing and teaching. A plan of action will be formulated for each student failing to meet proficient or advanced levels of academic achievement. Results of all assessments are analyzed annually for comparability.

Students in grades K-12 identified with academic difficulty in reading and math are provided intervention classes. These classes are designed to meet these students' individual needs and are offered as part of the daily curriculum. Struggling readers will be referred to participate in an intervention program to remediate readers that are experiencing failure using the regular reading curriculum, which includes Alabama Reading Initiative.

Identified students who have academic difficulty and/or behavioral issues may also be referred to the Problem Solving Team (PST). Parent conferences and notification for identified students will be held to discuss identified strategies to use at home and to provide support at school. Students that are identified as experiencing severe behavioral problems may be referred to the Problem Solving Team (PST) for the team to consider if the student needs to be referred to other agencies such as the Department of Human Resources etc.

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.

It is our belief that Dale County Schools have the desire for and encourage high expectations of both teachers and students. Reform efforts already in progress will be expanded to increase expertise to effect the needed changes that will allow us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. In response to the results of the Comprehensive Needs Assessment, the following goals have been identified and agreed upon by faculty, staff and parent community members of each school-wide project. Specific instructional programs and strategies are located in each school's ACIP. These may include:

- Accelerated Math/Accelerated Reader
- Alabama Reading Initiative (ARI)
- AMSTI
- Engage New York
- STRIDE Academy
- Scott Foresman
- Edgenuity
- No Red Ink

The committee at each school will continue to meet with the system Federal Programs Coordinator to plan and implement local, state, and federal budgets and guidelines. Other system coordinators/administrators will also continue to work closely with the schools to ensure cross program coordination and to address system-wide needs of ALL students (migratory, limited English proficient, students with disabilities, homeless, neglected/delinquent, foster care administrators, and economically disadvantaged) to meet state proficient and advanced levels of student academic achievement on state content standards. Although most needs, goals, and activities are planned for both teachers and students at the local schools, others are addressed system-wide.

The Dale County School System, through our commitments and with the help of the committees, ensure that measures will be taken to provide equitable participation for all students, personnel and programs operating under this consolidated plan. Furthermore, all students will have an opportunity to achieve high academic standards.

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.

Student assessment data will be reviewed to identify any gaps in student achievement among low income and minority students. Identified gaps will be tracked to see if students are taught by ineffective or inexperienced teachers. Teacher data will be reviewed from Educate Alabama and the district's Educator Effectiveness Plan and principals will be strongly encouraged to place their most effective teachers with their lowest achieving student groups. Professional development opportunities will be provided to strengthen skills and improve knowledge of all teachers.

Dale County Schools diligently strive to employ only teachers who are certified in the content area to which they will be assigned. In addition, during the school year, our system reviews and certifies the tri-annual LEAPS report to ensure that all teachers are qualified, teaching in-field, and meet certification requirements by the state of Alabama. If a teacher is not properly certified to teach

the assigned subject(s) and grade(s), an individual teacher's plan must be on file for achieving state certification.

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.

The Federal Programs Advisory Committee and the ASSIST Continuous Improvement Planning (ACIP) Committee participate in developing, reviewing, and revising policies and plans such as the Dale County Consolidated Plan to include all local, state, and federal regulations. The committees meet as needed for the purpose of reviewing pertinent information about the Comprehensive Support Title I Program and its direct relation to the other instructional programs in the Dale County School System to help students meet high state achievement and content standards.

The committees are made up of representatives from all constituency groups including central office supervisory staff, administrators, teachers, parents and community stakeholders. Members are responsible for any decision-making (program or financial) regarding the Consolidated Plan and distributing any information needed to their stakeholder groups. Input from parents and community members is actively sought in order to ensure that student needs are identified and that all available community resources are being utilized. Committee representatives are selected because of their dedication and interest in the success of our students and schools.

When limited English proficient parents are involved, written communication may be translated into the needed native language when feasible using Google Translate or a translator. An important component of the planning process is identifying the needs of a diverse student body and making reasonable accommodations in order to serve the needs of homeless students, students in foster care, minority students, economically disadvantaged, special needs students, limited English proficient students, and neglected and delinquent students to meet state proficient and advanced levels of student academic achievement on state content standards.

The Consolidated Plan is reviewed and monitored throughout the school year. Implementation of the plan is reviewed periodically at committee meetings. These committees will be responsible for reviewing data included in the plan to determine a goal increase in academic achievement and other indicators of success. Goals and progress are communicated to the faculty, parents, students and stakeholders through Annual Parental Involvement Meetings, PTO Meetings, Parent Advisory Meetings, electronic media and newsletters so that there is a shared commitment for a quality education for all students in Dale County.

The Consolidated Plan is posted on the Dale County School System's website and copies of the plan will be located in the Federal Programs Coordinator's office, principal's office and the media

center in each school. Notification will be provided in several ways (school website, system website, school brochures, etc.) that this plan will be available for review. If a parent disagrees with any aspect or component of the Dale County Consolidated Plan, that parent can contact the Federal Programs Coordinator for the school system at the Central Office. Their written concerns, if not resolved at the local level, will then be forwarded to the State Department of Education (SDE) Federal Programs Coordinator.

The Dale County School System is involved in an ongoing process to provide a stronger coordination of all programs to better support the needs and efforts of the schoolwide strategies for improvement. The Board of Education, superintendent, administrators, and committee members all agree that each Title I School is a unit for change and school improvement.

Six of the seven schools in Dale County are served as Title I School-Wide schools based on the free/reduced count for the 20 days after Labor Day attendance data. Funds are distributed to the schools based on the poverty count. After completing a needs assessment, each school completes a Continuous Improvement Plan (CIP) to address the needs of the individual schools. The individual schools provide programs and services to the students and families that the schools serve. The services include academic instruction and remediation, social services, health services, parent involvement, Alabama Reading Initiative, Alabama Math, Science and Technology Initiative, afterschool Programs and tutoring. Our primary purpose is to upgrade the entire educational program of all schools. This is accomplished through the coordination of programs with local and state education improvement efforts. Schools focus on the implementation of educational strategies that increase the amount and quality of learning time and help provide a high quality curriculum for all children to meet the State's challenging standards. Professional development supported in school-wide programs is on-site and job-embedded. Plans are updated and revised based on student achievement data and needs assessments. The involvement of the community and staff at each school in planning and implementing improvement initiatives is critical to the success of all programs, and each school has the professional capacity to make decisions which affect the quality of education at each local school.

The Dale County School System is committed to improving teaching and learning through greater cross-program coordination, planning, and service delivery of federal programs, special education service, community education and parent involvement programs as well as professional development. Those federal programs include:

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

Title I, Part D: Neglected and Delinquent

Title II: Preparing, Training, and Recruiting High-Quality Teachers and Principals

Title III: English Language Learners (ELL)

Title IV: Student Support and Academic Enrichment

Title V: Rural Education Achievement Program

Presently, no schools in the Dale County School System operate under a Targeted Assistance Program. The Dale County School System will identify students experiencing academic difficulties and provide timely instructional assistance to help these students in the school for which eligibility criteria is met. The program will include educational programs for the disadvantaged, disabled, gifted and limited English proficient.

Lastly, the Dale County School System is committed to producing responsible, productive college and career ready citizens by providing a quality education for all students in a safe environment. This will be accomplished through a comprehensive, developmentally appropriate and challenging curriculum taught by a certified staff.

7. Sec. 1112(b)(4)

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

The poverty criteria used to select eligible attendance areas will be the number of children eligible for free and reduced price meals under the National School Lunch Act. Schools will be determined eligible based on the highest percentage of need and with at least 40% (schoolwide) of the children from low-income families. Schools will be ranked from the poorest to richest.

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.

The Heritage House is located within the Dale County School District. This house is for girls who are assigned by the court system. As students of the system, these girls receive services available to all students in the school system. Extended services are also available through Title I set aside funds at the LEA level as well as the school level. We also set aside an allocation from our At-Risk grant for additional services. All of our Title I schools are school wide and again, all students are eligible to receive any and all opportunities that are available. The Title I schools provide students additional opportunities in the use of technology, credit recovery during the summer and after school, materials and supplies, tutorial services after school as well as during school, CSR, software, etc. We provide teachers with additional opportunities for professional development, technology, materials and supplies. All of this is in addition to the foundation program funds that are provided to all of our schools. The schools that are Title I include the 4 elementary schools, 1 middle school and 1 high school. We have started Prevention Project program with our local juvenile department that brings the department to our schools. We hope to improve attendance and tardiness through this program

The Dale County School System will provide services for neglected or delinquent students who attend Dale County Schools. Six of the seven schools in Dale County are Title I school-wide schools. Services will be provided to the children who are neglected or delinquent through Title I A and/or Title I N & D. These services include counseling, social services, health services, academic instruction and remediation, after-school programs, programs for students with disabilities (if eligible), homeless services (if eligible) and transition services as students return from DYS and DHR placements.

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 Students

Moving from one place to another often requires a transfer to a new school. For a homeless child, this may happen many times and can be extremely stressful. Homeless children may experience the embarrassment of going to school without money or adequate changes of clothing, and at the same time, cope with the normal stresses of a new school environment. Their trauma may manifest through a lack of motivation, low attendance, poor school performance, low self-esteem, and poor social development.

The majority of our homeless students are unsheltered (sub-standard housing) and doubled-up with relatives and friends. This living situation places extra burdens on both families. The responsibility of parenting may become the shared duty of all adults in the household. This may create a problem when the adults do not agree on what should be done for the child. This situation may be confusing for the child and frustrating for the adults and parents.

Our school system's faculty, staff members and administrators are familiarized with the living situations of their students and assisted in the identification of homeless children. Special attention is given to the recognition of students who live in doubled-up situations with friends and relatives as homeless. Teachers are encouraged to be especially sensitive to the effects of homelessness upon children. It is especially important for homeless students that the environment of the classroom is warm, stable and predictable. However, a teacher's expectations for homeless students, both behaviorally and academically, must be comparable with the expectations held for other students. If additional instruction is needed, support from the Family Services Center of Dale County, the Christian Mission or other local agencies will be utilized to assist our efforts.

The Dale County school system will directly provide the following services for homeless students: (1) full participation in school breakfast and lunch programs (2) review of past school records or an evaluation to determine the child's need for special education services (3) full opportunities for involvement in school activities (4) participation in extended-day and extended-year tutoring programs (5) health appraisal, to be completed by the school nurse, and completed referrals and coordination of services with community-based organizations and private health care providers for additional health services, when appropriate (6) assistance in obtaining clothing, shoes and grooming supplies, when needed (7) assistance in obtaining school supplies and materials including lab and art fees, locker fees, yearbooks, and school pictures (8) home visits may be conducted to provide additional assistance.

The Dale County School System has a Homeless Education Plan and a Homeless Dispute Resolution Policy on the system's website. The LEA shall reserve the funds as necessary under this part to provide services comparable to those provided to children in schools. The Dale County School System will employ practices that increase the awareness of the Homeless Education Program. The system shall notify parents/guardians of homeless children and youth of available resources and assist them in accessing the resources.

The Dale County School System shall conduct an annual evaluation of its Homeless Education Program to determine the effectiveness of the program. The system will adjust practices and procedures as needed to improve the effectiveness of implementation and student achievement.

Definition: For the purposes of identifying homeless children and youth, the Dale County School System shall use the McKinney-Vento Act's definition of homeless children and youth. The Act defines homeless children and youth (twenty-one years of age and younger) as: Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are (1) sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (i.e. "doubled up") (2) living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations (3) living in emergency or transitional shelters (i.e. Penelope House, Salvation Army, etc.) (4) abandoned hospitals or buildings.

Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. Migrant, ESL, ELL children may qualify as homeless if they are living in circumstances described above.

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.

Services for preschool students, English Learners, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children will be served through the individual programs and Title I. The activities will be coordinated through the federal programs coordinator to eliminate duplication, reduce fragmentation of the instructional program and to increase program effectiveness. Program goals include:

1. Provide annual technical assistance to each local school in revising their ACIP focusing on the needs of all students, as well as, including the coordination of all local, state, and federal resources.
2. Provide support, based on local school needs, to promote educational improvements and increase the performance level of all students.
3. Effectively utilize resources at the state and local levels through alignment and coordination of state and federal programs.

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.

Targeted Assistance Program

Presently, no schools in the Dale County School System operate under a Targeted Assistance Program. However, Arifton School has been designated as a focus school, due to the poor performance of a sub-group within the school. Dale County School System will identify students experiencing academic difficulties and provide timely instructional assistance to help these students in the school for which eligibility criteria is met. The program will include educational programs for the disadvantaged, disabled, gifted and limited English proficient.

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.

Dale County Schools will implement the following strategies to facilitate effective transitions for students from eighth grade to high school:

- We utilize our Advisory Curriculum to address these transitions from middle school to high school as well as high school to post-secondary. We also work with the 4-H Extension and host a "Reality Check" for all 9th grade students which is a partnership of several businesses and corporations.
- High school counselors meets with 8th grade students and parents during a parent night to discuss graduation requirements, four year plans, and course request options for the upcoming school year.
- Eighth graders take a field trip of the campus prior to the beginning of school. Parents are also welcomed to come and tour the campus and classrooms prior to the student entering the 9th grade.

Dale County Schools will implement the following strategies to facilitate effective transitions for students from high school to postsecondary institutions:

- Field trips to various local colleges
- Career expos and college fairs
- Throughout the year we will have several college recruiters, military recruiters, business owners, etc. meet with our senior class to make sure they know what options are available.
- The Dale County career coach provides individual planning with students
- College and military recruiters visit each high school to discuss future career plans with students.
- Co-op opportunities for seniors
- Dual enrollment and CRI opportunities
- ACT Prep and WorkKeys practice

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.

Middle grades to high school:

- Begin introduction of dual enrollment to eighth grade students during parent night and orientation
- All tenth graders take a career preparedness course which helps them identify skills, work values, and interests
- Wiregrass Works career expo to help students identify career interests

High school to postsecondary education:

- Dual enrollment/early college opportunities for grades 11-12 in both career technical and academic areas
- High school counselors and Career Coach provide career planning/counseling for all students
- Increased opportunities to earn CRI's

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)

Dale County Schools supports efforts to reduce the overuse of discipline practices that remove students from the classroom in the following ways:

- The PST works to develop and implement strategies which are designed to reduce problematic behaviors in students.
- Dale County Schools has a Positive Behavior Support (PBS) plan in place that stresses the three R's of being Responsible, Respectful and Resourceful. Students are rewarded for exemplifying good behavior as opposed to being punished for bad behavior.
- Each school has a disciplinary committee in place to handle students with chronic behavior problems and to assign consequences for misbehavior.
- Professional development is offered periodically to all teachers on behavior management.
- Review the annual Student Incident Report (SIR) report to analyze data broken down by subgroups so that steps can be taken to increase support and reduce discipline incidents for the identified subgroups.

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.

Dale County Schools supports the integration of academic and career technical education. High school students have access to various career technical programs, dual enrollment opportunities

with local community colleges, which provides both dual enrollment academic and career technical classes and non-dual enrollment career technical classes. Students earn career and technical credentials in Microsoft Office Specialist, NCCER Welding, ServSafe, Certified Nursing Assistant (CNA), and Beef Quality Assurance.

Each career and technical education program within the Dale County School System meets twice annually with their advisory council. The advisory council helps teachers stay current on high demand jobs skill related to each program. They also make recommendations on equipment needed for training and curriculum changes to meet local business and industry needs.

Dale County Schools offers dual enrollment opportunities with Enterprise State Community College, Sparks State Technical College, Wallace at Dothan, and Troy University. Programs include Welding, Emergency Medical Technician (EMT), Medical Assisting, and academics courses including Math, History, English, Computer, etc.

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.

Dale County Schools offers work-based learning (WBL) for seniors. Students will participate under the supervision of a trained coordinator and receive an academic credit for successful completion per semester. The expectation is a better prepared student for career and/or continued education. Students may also have opportunity to participate in paid and unpaid internships in various industry partners.

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 funds may be used to assist in identifying and serving gifted and talented students in poverty.

Title II funds may also be used to improve the skills of teachers, principals, or other school leaders in order to enable them to identify students who are gifted and talented, and provide instruction based on the needs of such students.

Currently, Dale County does not use Title I or Title II funds to fund the gifted and talented program. Gifted and talented student programs are funded through state and local allocations.

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.

Accelerated Reader and Atrium are maintained through Central Office and Title I funds. Books, eBooks and other resource materials are purchased by using local funds, state funds, or central office enhancement funds. With the funding we receive from the state department, we can purchase books, digital literacy and any type of resources that a media specialist feels can promote global learning. These purchases are determined by each media specialist based on each school's Needs Assessment and the Library Enhancement Committee. Collaboration between content teachers and school librarians is supported to promote school reform and identify successful skills to produce a 21st Century learning environment and global opportunities for all students.

19. Sec. 1112(b)(7)

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

Parent and Family Engagement Written Policy (Sec. 1116 (2))

Sec. 1116(a)(2)(A))

- A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).**

The Dale County School System will hold system level meetings to secure parent input into the development of the system policy/plan. The meetings will be held at different times during the day/evening at six Title I Schools: Ariton School, G. W. Long Elementary School, Dale County High School, Southdale Middle School, Midland City Elementary School and Newton Elementary School to encourage participation. The Dale County School System will involve parents and family members in jointly developing the local agency plan by the following:

- Disseminate school report cards and other accountability information in a timely manner;

- Respond to inquiries from parents on their school and their child's progress in a timely manner;
- Include parents on advisory committees;
- Establish procedures for parent review and comment on school level Title I Plan implementation.

Sec. 1116(a)(2)(B)) Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

The Dale County School System, with the input of the Parent Advisory Council, will develop a system level Parent Involvement Plan to serve as a guide for system and school level activities. The system will also:

- Provide resources for professional development related to effective parental involvement for teachers, administrators, and selected parent representatives;
- Schedule periodic reviews of the Parental Involvement Plan implementation and provide collaboration and technical assistance to the school-level parent involvement committee(s);
- Assure that at least 90% of the minimum of 1% of each fiscal year's Title I funding is allocated to Title I participating schools to support school level parental involvement activities.

Sec. 1116(a)(2)(C))

- B. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.**

The Dale County School System will coordinate and integrate parent and family engagement strategies in Part A with parent involvement strategies by:

- Title I Annual meetings
- Parent Advisory Council meetings (District and School Level)
- Parent Visitation Activities
- Parent/Teacher Conferences
- PTO meetings
- Newsletter
- District/School Website

- District Calendar
- SchoolCast
- REMIND App (District and School Level)

Sec. 1116(a)(2)(D))

C. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)**

Each spring all parents are given an opportunity to participate in The Dale County Title I Community Survey. These surveys seek input on activities, training and opportunities offered to parents and students. The distribution and collection of these surveys will be the responsibility of the principal and the district Family Liaison. The results of the surveys are compiled by the Family Liaison and distributed to district administrators and principals for review by the school-wide ACIP and Parent Advisory committees to determine needed changes. Each year all Title I schools' School-wide Continuous Improvement Plans and Parent Involvement Plan are reviewed and evaluated for effectiveness. Strategies for improvement are developed and implemented.

- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.**

The needs of parents and family members to assist with the learning of their children will be addressed by the following:

- Newsletters
- Weekly Folders
- Home/School Compacts
- Orientation materials for students entering kindergarten and seventh and ninth grades
- Links on the district and school websites

- (iii) strategies to support successful school and family interactions.**

Strategies to support successful school and family interaction will include the following:

- Website links for Parent Involvement

- In-service training for teachers focusing on school and family interaction strategies
- Making contact with parent at alternate sites
- Newsletters
- Utilizing resources from the Alabama Department of Education
- PTO
- Making contact with hard to reach parents at alternate sites such as ballparks, churches, and areas in the local community.

Sec. 1116(a)(2)(E))

- D. Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.**

The Dale County School System will use the findings of the evaluation and the suggestions of the Parent Advisory Council concerning the Parent Involvement Plan to design strategies for more effective parent involvement and to revise, if necessary, the plan. A special focus will be given to identifying and removing barriers to greater participation by parents.

Sec. 1116(a)(2)(F))

- E. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.**

The Dale County School System will hold district level and school level Parent Advisory Council meetings to secure parent input into the development and revision of the Parent Involvement Plan. The meetings will be held at different times during the day/evening at the Title I Schools to accommodate the various parents'/guardians' work schedules.

The topics discussed at the meetings will include the following:

- Title I services and parents' rights
- What it means to be a Title I School
- Curriculum and state content standards
- State Student Assessment Program and schedule
- Parent Involvement Plan
- Title I Survey

- Career Tech opportunities
- Textbooks
- Technology

F. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

The Dale County School System will provide assistance to parents of children served in our schools in understanding topics such as the following:

- State academic content standards
- State student academic achievement standards
- State and local academic assessments and alternate assessments
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

This will be accomplished through the following:

- Annual Title I meeting
- Parent Advisory Council
- PTO meetings
- Newsletters
- District/School websites
- Parent/Teacher conferences

G. Describe how it will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

Materials and training to help parents work with their children will be provided through the following avenues:

- Home/School Compacts
- Newsletters/ Home and School Connections
- Letters explaining student assessment results and how to interpret score reports
- Parent/Teacher conferences
- Student Handbook contains the acceptable use policy

- H. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.**

The Dale County School System, with the assistance of its schools and parents, will educate its teachers, principals, and staff on how to communicate with and work with parents as equal partners. Focus will be on the value of the contributions of parents and in how to implement and coordinate parent programs and build ties between parents and the schools. This will be accomplished by the following:

- In-service teacher training with a focus on the topics above
- District/School websites
- Making contact with parents at alternate sites

- I. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**

The Dale County School System will partner with the Prevention Project, Mary Hill Family Service Center and other community organizations to provide training opportunities that will enhance the parental involvement program.

- J. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.**

- All Title I schools will utilize programs such as Google Translate and TransACT to provide timely communication with all parents in a language they can understand.

- K. Describe how it will ensure provide such other reasonable support for parental involvement activities under this section as parents may request.**

Reasonable support for parental involvement activities will be provided by:

- Establish district level and school level Parent Advisory Councils to provide advice on all matters related to parental involvement in Title I, Part A programs

- Use the results of the Dale County Title I Survey to make additions and improvements in parent involvement activities
 - Vary times of parent meetings and provide childcare if requested or needed
- L. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.**

Parents may be involved in the development of training of teachers in the following ways:

- Base a portion of teacher training on the information obtained from the Dale County Title I Survey
- By seeking parental input on better ways to make parents feel welcome and valued in the school setting
- By asking parents to lead discussions at PTO meetings regarding topic of general parental concerns

M. Describe how the LEA may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

The Dale County School System will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their academic achievement, such as literacy training and using technology, as appropriate to foster parental involvement by:

- Home/School Compact
- Home and School Connection
- Newsletters
- Parent/Teacher conferences
- Orientation meetings
- Parent Visitation activities

N. Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

One percent of Title 1 funds will be set aside for parental involvement. These funds may be used for childcare and transportation costs if requested.

O. Describe how the LEA may train parents to enhance the involvement of other parents.

At the scheduled parent meetings, PTO meetings and Advisory Council meetings parents will be made aware of a variety of ways to be involved with their child's education. These parents will be encouraged to share this information with other parents. School leaders will encourage parents to share information concerning upcoming events with other parents through telephone calls, social media, etc. District/School level websites with contain information for parents to share with those not having access to the internet. Newsletters will also be distributed.

P. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

School leaders will be encouraged to accommodate parents who are unable to attend conferences at school so that they may be involved in their child's education. The following methods may be used:

- Teleconferencing for parents unable to attend conferences during the school day
- Conduct conferences using FACETIME
- After school or evening conferences
- Communicating through emails or texts
- Home conferences for parents whose children are receiving homebound services

Q. Describe how the LEA may adopt and implement model approaches to improving parental involvement.

Transition guides and orientation opportunities are provided for students entering kindergarten, seventh and ninth grades. JUMPSTART activities are provided for students entering kindergarten and their parents. All parents may learn more about their child's school by touring the campus and meeting teachers, administrators and other students. Parents and community members are encouraged to join PTO. Also, parent luncheons/activities are held throughout the school year.

R. Describe how the LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

The Dale County School System has established a district level Parent Advisory Council. The members were selected by the principals from each school. The parents are contacted concerning their willingness to serve on the council. The council will meet at least twice per year. Parents are contacted by mail or email several weeks prior to the meeting date and a reminder is sent a few days before each meeting.

S. Describe how the LEA may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

The Dale County School System will utilize community based organizations such as the Wiregrass United Way, Mary Hill Family Service Center, Spectra Care, Prevention Project as well as businesses such as Walmart and Sam's Club to assist our schools with parent involvement activities through:

- Providing a funding source for food, school supplies, teacher supplies, etc.
- Providing counseling services for students and families in need
- Providing information/counseling on topics such as drug/alcohol abuse
- Providing the Why Try program - training for families with children
- Provide personal and social lessons on topics such as drugs, stress, bullying, cyberbullying, and suicide prevention.

Sec. 1116(f)

T. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Parent meetings are conducted through the school year providing parents with information concerning their child's education, materials to practice needed skills and tips for parents. Communication involves a variety of media such as telephone calls, email and parent/teacher conferences, SchoolCast and the REMIND App. Google Translate or in person translators are used when needed to communicate with non-English speaking parents.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by ADVISORY BOARD MEETING MINUTES AND SIGN IN SHEETS. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 1.

PLAN APPROVED BY:  _____

DATE OF APPROVAL: 7/25/21 _____

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

(i) Whether the student's teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

LEA CONSOLIDATED PLAN ASSURANCES

Each local educational agency plan shall provide assurances that the local educational agency will—

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))

(4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program

(5) collaborate with the State or local child welfare agency to—

(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency

(B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—

(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))

(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—

(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

(II) the local educational agency agrees to pay for the cost of such transportation; or

(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))

School STUDENT-PARENT-TEACHER COMPACT

, and the parents of the students participating in activities, services, and programs funded by Title I of the Every Students Succeeds Act (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2019-2020.

School Responsibilities

The [REDACTED] School will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - Highly qualified teachers will use explicit teaching strategies aligned with the Alabama State Course of Study and College and Career Readiness Standards
 - Provide Tier 1, Tier 2, and Tier 3 instruction to enable students to meet state academic standards.
 - Students will receive whole and small group instruction.
 - Faculty and staff will work as a team to provide a supportive and effective learning environment.
 - Use RTI for students needing core support.
 - Provide in-school and after school tutoring as well as summer remediation as funds are available.
2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact can be discussed as it relates to the individual child's achievement.** Specifically these conferences will be held:
 - A meeting will be held annually for the purpose of informing parents of their school's participation in Title 1, the requirements of the law and Title 1 parents' right to be involved.
3. **Provide parents with frequent reports on their children's progress.**
 - Teachers send home graded papers weekly or biweekly to be signed and returned to the teacher.
 - Progress reports are sent out at the middle of each 9 weeks.
 - Report cards are sent at the end of each 9 week grading period.
 - DIBELS reports are sent home after each of the three testing periods.
 - Parents may access grades by going on the STI website.
 - Parent conferences are scheduled as needed.
 - If parents can't come to school, a telephone conference is held.
4. **Provide parents with reasonable access to staff.**
 - Parents have access to staff in person, by phone, or e-mail before and after school, or at the teacher's planning time. PTO meetings also provide access to teachers.
5. **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:**
 - Responding to the Volunteers form sent at the beginning of the school year.
 - Parents may visit classrooms and observe during American Education Week.
 - Parents are invited to visit and eat lunch with their child on Grandparents day, Thanksgiving dinner or Christmas dinner.
 - Participate in our "Cookies with Caregivers" assembly.
6. **Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in language that family members can understand.**
 - Parents and staff members utilize Class Dojo to communicate with each other
 - Cookies with Caregivers, Title I information assemblies, PTO events, and state assessment workshops are planned throughout the year to interact with and inform parents
 - Teacher emails are posted publicly to the Newton Elementary School website allowing parents to freely communicate with parents
 - District and school websites can be converted to other languages to ensure clear communication

Parent Responsibilities

We, as parents, will support our child's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communication with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as Title 1 advisory committees and parental involvement committees.

Students Responsibilities

As a student, I will share the responsibility to improve my academic achievement and achieve the State's high standards.

Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Read and understand the school rules.
- Come to school regularly and on time.
- Demonstrate a positive attitude toward learning and school.
- Return completed homework that reflects accuracy.
- Demonstrate respect of self, other students, school personnel, and school property.

School Representative

Parent Signature(s)

Student Signature

Date

Date

Date