LEA Consolidated Plan

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

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

• is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.

• as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate

• has an effective plan date.

• documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.

• has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

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

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

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

Saraland City School System implements Alabama’s College and Career Standards (CCRS) in grades K-12. All teachers develop CCRS pacing guides annually to ensure each standard is taught, tested, and re-tested when needed. The system acknowledges the need to screen, diagnose, and monitor students and assess the outcomes of student learning. Academic assessments are used to identify, place, diagnose, remediate, and advance students through the instructional program and to identify students at risk of failing reading and/or math in elementary

and the core subjects in secondary. The assessment data are used to (1) determine success in meeting academic standards for all children served by the system; (2) provide valuable information to teachers, students, parents, and community concerning academic progress; and (3) drive program evaluation, determine professional development, select appropriate learning strategies, and plan intervention.

The following assessments and monitoring tools are used to diagnose and place each student appropriately and to determine academic progress:

- The Boehm Test of Basic Concepts and Early Learning Progress Profile for Pre-K
- Scott Foresman Baseline Reading Assessment for grades K – 5
- AlaKids
- ACCESS for ELL 2.0
- WIDA Access Placement Test (W-APT)
- ACAP Alternate
- ACAP Summative
- Scantron Performance Series Express
- PSAT
- AP Exams
- Pre ACT
- ACT Online Prep

- ACT Plus Writing
- Kuder ACT Test Prep
- ACT WorkKeys
- John Baylor
- Home Language Survey
- Accelerated Reader
- S.P.I.R.E.
- Read Naturally
- Teacher-made Tests
- Informal Assessments
- Progress Monitoring
- iReady
- CTOPP-2
- DIBELS

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.

Teachers analyze all state assessment results to determine areas of need, intervention strategies, curriculum sequencing, and proper grouping of students. Teachers take an active role in collecting, managing, and analyzing data which are discussed in monthly data meetings to evaluate and develop instructional plans to better meet the needs of students. In addition to the national, state, and local assessment information, teachers use informal observations to identify at-risk students and provide individual and/or small group assistance.

Students and parents receive regular updates regarding student progress through progress reports, report cards, and teacher contacts. They are provided information concerning course requirements, grading parameters, and promotion/retention guidelines. Teachers collaborate to ensure students and parents receive information concerning appropriate course selections and transition activities to promote each student’s academic performance. Additionally, Tier II and Tier III interventions for reading and math are provided regularly to identified students.

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.

Saraland City School System has procedures and activities in place to ensure that students who are having difficulty meeting and exceeding academic achievement standards will receive scientifically research-based instruction in a timely and effective manner. Students will participate in national, state, and local testing at appropriate grade levels to monitor academic progress. A state mandated assessment will be administered in grades second through eighth, tenth and eleventh. Other assessments and monitoring tools such as ACCESS, ACAP Alternate, iReady diagnostic, Teacher-made Tests, Informal Assessments, Home Language Surveys, S.P.I.R.E., Pre ACT, ACT Plus Writing, ACT WorkKeys, and Read Naturally will also be administered.

Teachers will analyze data from the aforementioned assessments and monitoring tools to determine appropriate intervention strategies for students. Tutoring opportunities will be provided to those students with the greatest need. Students will be grouped in various ways to

maximize success. RtI problem solving team members will work collaboratively to determine strategies for at-risk students.

The Saraland City School System coordinates programs in order to provide students with the best resources available. Services are coordinated and funds are integrated under the guidance of the Federal Programs Director and Director of Special Programs. Program leaders work closely with local school administrators and advisory committees to align resources and programs for specific subgroups through team meetings, curriculum meetings, and periodic monitoring. Title I funds are used to employee intervention teachers and instructional paraprofessionals to ensure at-risk students master national and state standards. In addition, Title I and Title II funds are used to provide research-based professional development. Federal Programs are coordinated with IDEA, McKinney-Vento Homeless Act, and other acts, as appropriate.

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.

The local school ASSIST Continuous Improvement Plan (CIP) Team annually reviews and revises components of the CIP to ensure the goals, strategies, and action steps for student achievement are being implemented school-wide. Formative and summative test data are reviewed in these meetings. The CIP Team is responsible for the creation, evaluation, and distribution of the CIP to faculty members, parents, and the community. Each school's team consists of local school administrators, grade level representatives, special education teachers, counselors, career technical education teachers, parents, and community representatives.

The LEA Federal Advisory Council annually reviews and revises the System Needs Assessment posted in eGap. The council also reviews each federal plan and budget to ensure all students' needs (academic and personal) are being appropriately addressed. The LEA Federal Advisory Council consists of the Federal Programs Director, the Federal ESL Coordinator, the LEA Homeless Liaison, the LEA Foster Care Liaison, the Director of Special Programs, school principals, teachers, federally-funded paraprofessionals, parents, and community representatives.

Saraland City School System ensures services are provided to all students with increased emphasis on helping at-risk students (limited English proficient, students with disabilities, homeless, in foster care, and economically disadvantaged) achieve state and local achievement goals. Criteria for selecting students for intervention are determined at the local school using assessments to screen, diagnose, and determine strategies for teaching and learning both in the

classroom and in intervention planning. Students scoring non-proficient on formative assessments and state mandated assessment sub tests are identified as at-risk and targeted for intervention.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required and 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.

Title II funds are used to assist teachers and paraprofessionals in attaining proper teaching certification, when applicable. Trainings and course work are designed to improve instruction by providing strategies and techniques to help all students, especially those needing assistance in mastering state academic standards. Faculty members at each school maintain individual professional learning plans required by Teaching Effectiveness. Each teacher keeps a digital record of all professional learning sessions attended during the school year and summer months. Additionally, the system's Teacher Mentoring Program focuses on recruiting and retaining highly-qualified teachers, providing ongoing professional development, and forming collaborative relationships that foster professional growth to improve the quality of instruction for students. Therefore, low- income students and minority students will not be taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Also, limited English proficient students are provided services using state and local funds. EL students are identified through the Home Language Survey and are administered the WIDA – ACCESS placement test. Student progress is monitored through annual proficiency testing using the WIDA ACCESS test. Targeted students are served in the regular classroom and receive services from the ESL teacher. Services for other subgroups (i.e., disabilities, migratory, immigrant, neglected, delinquent youth, homeless, and in foster care) are coordinated and integrated to increase program effectiveness. These students are eligible for services using the same criteria applied to all other students. Admission policies are in place for these subgroups.

6. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under section 1111(d)(1) regarding Comprehensive Support and Improvement (CSI) schools. The local education agency must include how it will develop and implement a CSI plan in partnership with stakeholders that takes into account the accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment, identifies resource disparities, and is approved by the school and the local education agency.

Presently, Saraland City School System does not include schools identified as Comprehensive Support and/or Targeted Support.

7. Sec. 1112(b)(3)

If the local education agency provides public school choice as described in 1111(d)(1)(D) to students enrolled in a school identified for Comprehensive Support and Improvement (CSI), describe how the local education agency gives priority to the lowest-achieving children, how the local education agency ensures that a student who uses the option to transfer shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school, and how the local education agency permits a student who transfers to another public school to remain in that school until the student has completed the highest grade in that school.

Presently, Saraland City School System does not include schools identified as Comprehensive Support and/or Targeted Support.

8. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under 1111(d)(2) regarding Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools (if applicable). The local education agency must include how it will support a school in developing an improvement plan in partnership with stakeholders that takes into account the accountability indicators for each subgroup of students for which it is identified and includes evidence-based interventions. The local education agency must include how it will approve the plan and monitor its implementation, including how the local education agency will take additional action following unsuccessful implementation of the plan after a number of years determined by the local education agency.

Presently, Saraland City School System does not include schools identified as Comprehensive Support and/or Targeted Support.

9. Sec. 1112(b)(4)

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

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

• At least as high as the percentage of children from low-income families served by the LEA as a whole;

• At least as high as the percentage of children from low-income families in the grade span in which the school is located; or

• At least 35 percent. (ESEA section 1113(a)(2).) Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

• Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and

• Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).)

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

• Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools:

- The LEA must notify its secondary schools to inform them of the option.

- A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a)(5)(B) and (C).)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA.

(ESEA section 1113(a)(3)(B).)

Saraland City School System consists of one school per grade span; therefore, school attendance areas do not apply. However, the system will use the 35% rule to obtain poverty information per school based on the Free and Reduced lunch count under the National School Lunch Act.

10. 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.

Currently, the Saraland City School System has four school-wide Title I Schools. Each school creates a Continuous Improvement Plan annually and ensures Title I funds are aligned with the strategies presented in the plan. Each school’s plan includes three main goals: engage and empower the learner through the effective implementation of CCRS, provide digital tools and resources to all students, and increase attendance to decrease the dropout rate. Strategies to improve parent and family engagement are embedded throughout the plan. Presently, the school system does not include Targeted Assistance Schools. Also, no local institutions for neglected and delinquent students exist in the system. However, admission procedures are in place for these students.

11. 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.).

Admission procedures are in place for homeless students. Funding for the support of homeless students will be provided through Title I set aside funds, Homeless ARP II and local school funds, and through the central office as needed. Services will be provided to homeless students implementing the same criteria used to serve all other students enrolled in Title I schools. Federal funds will be used to purchase instructional supplies, provide health items, and purchase uniforms. Parents of homeless students are encouraged to become actively involved in the Title I programs, attend informational meetings, consult with teachers on an ongoing basis, and attend parent/teacher conferences.

12. 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.

Saraland City School System has a partnership with Head Start and an inclusion preschool funded by federal, state, and local funds. To assist students and parents in the transition process from preschool to kindergarten, they will be invited to an orientation in the spring. A written list of suggestions, proficiency levels of academic standards and curriculum, and the registration process will be distributed. Students and parents from area preschools and Head Start will be invited to the school for an on-site orientation and tour during the school year. In the fall, orientations are held by administrators to inform all students and parents of school rules, expectations, consequences, policies, and proficiency levels of academic standards and curriculum. Additionally, first grade students enrolled at Saraland Early Education Center will participate in an orientation activity at Saraland Elementary School to meet the second grade teachers, learn procedures, and tour the building.

13. 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.

Presently, Saraland City School System does not include Targeted Assistance Schools.

14. 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.

Fifth grade students participate in a middle school orientation day, coordinated by the elementary and middle school counselors, to acquaint them with middle school procedures, the sixth grade curriculum and courses, and the middle school building. Eighth grade students participate in a high school orientation day, coordinated by the middle school and high school counselors, to acquaint them with high school procedures, the ninth grade curriculum and courses, and the high school building. Also, an eighth grade parent meeting is held annually at the high school to review diploma options, explain freshman courses, and answer parent questions. The high school counselors and career technical education teachers work collaboratively with students to assist them with selecting post-secondary institutions and jobs in the workforce. All students begin developing their Four Year Plans in the eighth grade, and the plan is revised as needed throughout their high school years. The high school counselors and career coach organize and conduct an annual Career Fair for all high school students. Also, the counselors arrange for high school students to visit local post-secondary institutions.

15. 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.

All students begin developing their Four Year Plans in the eighth grade, and the plan is reviewed and revised as needed throughout their high school years. Also, the high school counselors and career coach organize and conduct an annual Career Fair for all high school students. The counselors arrange for high school students to visit local post-secondary institutions and on-site visits by college reps. Additionally, Saraland High School students have the opportunity to participate in Early College at the University of Alabama and Dual Enrollment through the University of Mobile and Coastal Community College.

16. 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).

Saraland middle school and high school use at risk funds to employee an In school Suspension (ISS) teacher. School administrators use the ISS program to avoid suspension when applicable. Student with a discipline infraction are assigned to the ISS teacher. The ISS teacher works collaboratively with the classroom teachers to acquire appropriate classwork for the student. Also, the ISS teacher submits quarterly reports to the principal and central office including the number of students served during the specific quarter and their types of infractions.

17. Sec. 1112(b)(12)(A)

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

The high school counselors and career technical education teachers work collaboratively with students to assist them with selecting post-secondary institutions and jobs in the workforce. All students begin developing their Four Year Plans in the eighth grade, and the plan is tweaked as needed throughout their high school years. The high school counselors and career coach organize and conduct an annual Career Fair for all high school students. The counselors arrange for high school students to visit local post-secondary institutions. Also, career technical education teachers offer credentials through their programs which assist students in obtaining a job after high school and enrolling in a specific program in a post-secondary institution.

18. 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.

The career technical education teachers at the middle and high school work closely with their advisory council members (i.e., business and industry representatives that match their programs) to ensure students are obtaining the skills needed for the workplace. Every three years, these teachers administer a survey to their advisory council members and other businesses in the community to attain data on the skills needed in the workplace. Business representatives are invited to present their trades to students during career preparedness classes and in career technical education classrooms. Also, career technical students present their program objectives and activities to business leaders during advisory council meetings. Cooperative education is offered to juniors and seniors. Through cooperative education, students are released early to report to their chosen job site. The cooperative education teacher and business representative monitor student performance in the workplace.

19. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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.

A state earned unit is used to employee a TAG teacher. The TAG Program serves gifted and talented students and is offered at the elementary school in grades 3 – 5 as a pull out program. Consultative services may be offered in grades K-2. Teachers, counselors, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student for the TAG Program. Also, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist.

20. Sec. 1112(b)(13)(B)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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.

A state earned unit is used to employee a library media specialist at each school. The media specialists assist students in developing literacy skills and strengthening their retention of content knowledge. The media specialists aid students in selecting literature, conducting research, and using technical devices to acquire knowledge. Students have the opportunity to visit the media center on a weekly basis. Also, classroom teachers schedule time in the media center for students to conduct research needed for classroom projects and assignments.

21. 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 agency will involve parents and family members in jointly developing the LEA Consolidated Plan under section 1112, and the development of support and improvement plans for any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) as described in 1111(d)(1) and (2).

The Federal Programs Director schedules an annual meeting to involve parents in the joint development and revision of the LEA Plan. Elementary and secondary administrators, each school's CIP chair, teachers, parents, the ESL Coordinator, the Special Education Coordinator, and the Supervisor of Health Services attend the meeting. The Federal Programs Director requests their collaborative input for each item stated in the plan. Also, parents are included in the development and revision of the system's Strategic Plan and local school Continuous Improvement Plans (CIP). Currently Saraland City Schools does not have any CSI, TSI, or ATSI schools.

Sec. 1116(a)(2)(B)

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.

Saraland City School System will take the following actions to involve parents in the process of school review and improvement:

· conduct parent conferences,

· conduct the Annual Title I Parental Involvement Meeting,

· conduct Statewide Parenting Day,

· survey parents of their needs and offer training to address those needs,

· conduct faculty meetings to discuss ways to consistently communicate with parents through newsletters, syllabi, grade level/department meetings, and

· contact parents through email, telephone calls, newsletters, social media, and the website to remind them of scheduled meetings.

Noting the necessity of parental involvement in improving student achievement, strategies to increase parental involvement are implemented. Saraland City School System schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development. Parent input is a vital component of the annual meeting. In the first Parent-Teacher Conference of the school year, parents and students are provided state and national test results from the previous year and review the School-Parent Compact. Every parent will be invited to meet with teachers. Teachers and administrators will make every effort to contact parents for conferences.

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

C. 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.

Saraland Early Education Center, Saraland Elementary School, and Saraland Middle School will develop a Parental Engagement Plan annually with parent input. The strategies included in the plan will be implemented as specified on the timeline and all documentation will be submitted annually to the Alabama State Department of Education. However, the strategies included in each school's state plan coincide with the ones presented in the LEA Consolidated Plan. The high school will continue to include parents in their CIP meetings, advisory council meetings, and on local school event committees.

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

D. 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 Title I, Part A, that includes identifying 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).

Saraland City Schools provides parent meetings at various times so parents have options about attending. We also ensure that any communication is in a language that they can understand.

E. 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 Title I, Part A, that includes identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

Each school in the Saraland City School System will provide assistance to parents and family members in understanding topics such as the following:

- College and Career Ready Standards (CCRS),
- state and local academic assessments including alternate assessments,
- grading procedures,
- Title I requirements,
- strategies for monitoring their child's progress, and

· strategies for working with educators.

All schools will conduct grade level meetings, departmental meetings, and/or individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., PowerSchool Student Portal, progress reports, and report cards).

F. 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 Title I, Part A, that includes identifying strategies to support successful school and family interactions.

Local school and Title I parental involvement funds will be used to purchase materials for parent meetings to improve student performance in the core content areas (i.e., Statewide Parenting Day, Math and Literacy Nights, and parent meetings focusing on specific topics).

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

G. 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.

After reviewing the evaluation findings, Saraland City School System will continue to implement these evidence-based strategies :

· survey parents of their needs,

· conduct a variety of parent meetings throughout the school year that focus on student achievement, and

· correspond with parents via phone calls, text messages, emails, social media, and the website.

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

H. 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.

Annually, the Federal Programs Director conducts a meeting to review and revise the Annual Evaluation for Parental Involvement. Parent representatives from each school participate in the meeting. During the meeting, the Federal Programs Director also reviews and revises the Parent and Family Engagement Policy and encourages parents to provide input. A hard copy of each document is disseminated to all participants. Parents can also elect to reread the documents at their convenience and submit revisions or additions to the Federal Programs Director at a later time.

Sec. 1116(e)

In order to build capacity for parent and family engagement, the local education agency will ensure effective involvement of parents and will support a partnership among the school involved, the parents, and the community to improve student academic achievement, the local education agency shall:

I. 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.

Each school in the Saraland City School System will provide assistance to parents and family members in understanding topics such as the following:

- College and Career Ready Standards (CCRS),
- state and local academic assessments including alternate assessments,
- grading procedures, and
- strategies for monitoring their child’s progress.

All schools will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., PowerSchool Student Portal, progress reports, and report cards)

J. 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.

During Statewide Parenting Day and other parent meetings, the local schools will provide training and materials to help parents work with their children to improve academic achievement, such as literacy training and using technology.

K. 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.

Teachers, specialized instructional support personnel, principals, and other school staff will become more proficient in communicating with parents through developing and presenting evidence-based strategies during Statewide Parenting Day, parent meetings focusing on specific topics, and parent conferences. Communication between home and school will strengthen through these face-to-face meetings. Additionally, school personnel will continue to communicate with parents via phone calls, text messages, emails, social media, and the website.

L. 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.

Saraland City School System has a partnership with Head Start and an inclusion preschool funded by federal, state, and local funds. To assist students and parents in the transition process from preschool to kindergarten, they will be invited to an orientation in the spring. A written list of suggestions, proficiency levels of academic standards and curriculum, and the registration process will be distributed to parents. Students and parents from area preschools and Head Start will be invited to the school for an on-site orientation and tour during the school year. In the fall, orientations are held by administrators to inform all students and parents of school rules, expectations, consequences, policies, and proficiency levels of academic standards and curriculum. Additionally, first grade students enrolled at Saraland Early Education Center will participate in an orientation activity at Saraland Elementary School to meet the second grade teachers, learn procedures, and tour the building.

M. 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.

Parents will be reminded of scheduled meetings through phone calls, text messages, emails, newsletters, social media, and the website. TransACT will be used to communicate with non-English speaking parents.

N. Describe how the local education agency will ensure it provides such other reasonable support for parental involvement activities under this section as parents may request.

Parents who request additional support will be provided support by the local school and the central office when applicable.

O. Describe how the local education agency may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

The Federal Programs Director schedules an annual meeting to involve parents in the joint development and revision of the LEA Plan. Elementary and secondary administrators, each school's CIP chair, teachers, parents, the ESL Coordinator, the Special Education Coordinator, and the Supervisor of Health Services attend the meeting. The Federal Programs Director requests their collaborative input for each item stated in the plan. Also, parents are included in the development and revision of the system's Strategic Plan and local school Continuous Improvement Plans (CIP). Through the development of these plans, parents will be involved in the selection of strategic, targeted professional development for teachers, paraprofessionals, and school administrators.

P. Describe how the local education agency 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.

All materials disseminated during literacy trainings for parents will be purchased with Title I and local funds. In the absence of Title I funds, local funds will be used.

Q. Describe how the local education agency 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.

Presently, the LEA does not receive adequate funding through Title I to transport parents and pay for child care expenses. However, meetings will be offered at various times to provide parents choices to attend meetings convenient to their schedules. All materials disseminated in the meetings will be purchased with Title I and local funds.

R. Describe how the local education agency may train parents to enhance the involvement of other parents.

Saraland City School System will train parents to recruit other parents to serve as classroom helpers, work booths at field days and athletic events, attend parent meetings, and assist with other special events conducted at the local school.

S. Describe how the local education agency 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.

Parent meetings will be offered at various times to provide parents choices to attend meetings convenient to their schedules. When applicable, in-home conferences will be conducted.

T. Describe how the local education agency may adopt and implement model approaches to improving parental involvement.

The Federal Programs Director will attend federal conferences to continue to attain model approaches for improving parent involvement. Additionally, methods for improving parent involvement will be discussed in the Annual LEA Federal Meeting, CIP meetings, PTO meetings, and other parent meetings conducted at the local school. Also, parents can provide approaches through surveys.

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

The Federal Programs Director schedules an annual meeting to involve parents in the joint development and revision of the LEA Plan. Also, parents are included in the development and revision of the system's Strategic Plan and local school CIPs.

V. Describe how the local education agency may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Saraland City School System includes parents on the Career Technical Education Advisory Council. Business and community leaders also serve on the council. The purpose of the council is to improve the current career technical education programs offered at the middle school and high school and ensure students attain the necessary skills for post-secondary institutions and the workplace.

Sec. 1116(f)

W. Describe how the local education agency will 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Parents will be reminded of scheduled meetings through phone calls, text messages, emails, newsletters, social media, and the website. TransACT will be used to communicate with non-English speaking parents. Lindsey Simmons, our EL teacher also sends text and reminds to our EL students and 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

Jeff Ward Federal Programs Director.

The school district will distribute this policy to all parents of participating Title I, Part A children on or before

09/27/2024

Click to show calendar

PLAN APPROVED BY (Person or Entity)

Jeff Ward Federal Programs/Student Services

DATE OF APPROVAL

09/19/2024

Click to show calendar

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

Assurances

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))