

Daleville City (126) Public District - FY 2026 - Consolidated - Rev 0 - Improvement Planning

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.

Windham Elementary, Daleville Middle, and Daleville High School all have leadership teams and intervention teams who are responsible for school-wide planning and meet to review data monitor program implementation, and adjust program components to ensure all students meet the state's achievement standards. The teams will use the I-Ready Assessment at the beginning mid-year, and end-of-year to assess all students in order to monitor progress. Students who are identified as needing Tier II and Tier III interventions will be progress monitored using I-Ready, running records, ACT practice tests and formative assessments monthly will be reviewed. Data from these assessments will be analyzed and teacher instruction/plans will reflect this data. The intervention teams meet every 4-6 weeks to discuss students in need of specific remediation plans (including SRIPs in the lower grades in accordance with the

Alabama Literacy ACT regulations). MTSS meeting will take place every 4-6 weeks to include an emphasis on instruction at all Tier levels and help identify students proper Tier level so proper instruction can be given.

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.

Our schools' CIPs and the state CO S provide a framework for teaching and learning in the classrooms. Regularly scheduled leadership meetings will take place at each school and review ACAP Summative and Alternate Assessment data from last year, ALAKids for our K students, I-Ready data from the beginning of the year for K-8th, and other state sponsored exams in the HS--10thgraders - Pre-ACT; 11thgraders - ACT, and our 12thgraders - WorkKeys. Other formative assessments, and report card grades as well as attendance and office referral data will also be used to identify students who are at-risk of academic failure. WES also uses Sonday to provide the teachers with feedback on student progress. DMS uses Stride to provide the teachers with feedback on student progress as well. All of our teachers have formative assessments built into their daily instruction as well.

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.

All of our teachers are trained in evidence-based explicit teaching strategies designed to meet the identified needs of individual students. As a system, we are renewing our focus on the implementation of strategic teaching and the use of data to inform/shape instruction on specific student needs. This year we are basing our local professional development activities on using student data to plan future instruction. Students identified as at-risk of failure are referred to the MTSS teams. We are participating in AL-MTSS in hopes of improving our remediation/intervention and Tier I instructional strategies. These MTSS teams work to assist the general education teacher in developing a specific plan of action for these students. This might include increased Tier II with the general education teacher, increased time in a computer based program where an individualized pathway has been established to meet the student's specific needs, time with a reading or math interventionist for remediation using a Tier II or tier III Program as needed. Students who are not making progress with all of these supports may be referred for additional testing either dyslexia screening or special education testing. Students who qualify for special education services receive an individualized education plan where they receive Tier III instruction from a special education teacher and/or increased support in the general ed. setting to help them be more successful. Additional assistance is provided at Daleville High through an after school peer-tutoring program led by our Beta club. Students who are English Language Learners are supported by an ESL teacher and two paraprofessionals who divides their time between schools. They are also eligible for the other Intervention programs provided by the school or LEA. Transportation will be provided for our homeless students if needed in order to receive after-school tutoring (or remain in their schools of origin). Transportation for students in foster care is provided for all who need it in order to attend tutoring or remain in their school of origin. Multi-tiered systems of support are utilized to help students experiencing academic or behavioral challenges. Resource teachers are hired to work with small groups and/or individual students. Instructional staff are available to provide assistance with professional development, classroom management, reading strategies, and other issues with which teachers need support

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.

Each school has a Leadership Team and a MTSS team which come together to analyze student data and write their school's Continuous Improvement Plan (CIP). They meet throughout the year to monitor goals/activities/strategies to ensure they are on target to meet reading, math, and culture goals. PD/Data days are set aside in the district calendar for schools to meet, discuss formative assessment results, and make instructional decisions to improve student learning. The system administration team meets monthly to review school culture, school needs, testing data--I-Ready in grades K-8, as well as other formative assessment data from students in K-12 to determine which programs and instruction are successful. They then share with their teachers, analyzing best practices to address students' needs in their schools. Each school has a problem solving/RTI team to review at-risk students monthly and adjust remediation plans for academic needs, but also emotional/behavioral needs. We have incorporated the use of an SEL program called ThriveWay. The program trains students to help their peers. It gives them a chain to report concerns safely when they recognize worrisome behaviors in their peers--from vaping to self-harm to repeated bruising they explain away. The program also has curriculum that discusses sexual harassment and bullying at age appropriate levels in K-12 and teaches students how to be a friend in order to have friends.

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.

In accordance with Title I of the No Child Left Behind Act of 2001, reauthorized by ESSA in 2015, parents of students attending a Title I participating school may request information regarding the professional qualifications of their child's teacher(s) or the qualifications of paraprofessionals providing services to the child. Notification will be made to parents in writing. Parents will also receive notification in the Title I Parent Information Handbook which is sent home with each DCS Student as all of our schools are Title I schools. Response to parent requests will be made within ten working days. Copies of the response will be retained at the local school as well as at the central office level. Principals will be designated as the contact person for their school information on teacher credentials. Schools will provide parents with information on their child's level of achievement on annual state assessments and timely notice that their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is teaching out of his/her certified area. Notification will be sent home in writing within five working days after the four-week assignment has occurred. Principals will be responsible for this notification. Copies of the notification letter will be retained at the local school as well as at the central office. All notices and information will be, to the extent practicable, provided in a language that parents can understand. As all DCS schools are Title I schools, low-income and minority students are not taught by inexperienced, ineffective, or out-of-field teachers at a higher rate than our non-poverty or non-minority students. Every effort is made by DCS to hire teachers who are in-field and to provide high-quality professional development embedded through the coaching and monitoring processes to help every DCS student have the best chance for academic and social improvement throughout their time in our schools.

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.

DCS is dedicating our system professional learning plan to strengthening our Core Curriculum and retooling our teachers in ARI, OG, and AMSTI instructional strategies. We are focusing these efforts through the AL-MTSS program as a system. Several of our teachers are currently enrolled in LETRS training to increase their knowledge of their science of reading. K-12 grade math and science teachers have been (or are being) provided AMSTI training opportunities

to increase their knowledge of engaging math and science instructional strategies. Our school leadership teams have addressed specific needs in their CIPs and developed plans to remediate those needs through professional development and intentional academic instruction.

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.

DCS does not provide a public school of choice.

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.

Comprehensive Support and Intervention, Targeted Support and Improvement identification of schools in School Improvement will be made to the Superintendent by the ALSDE. Schools identified will be notified by the Superintendent or his designee. The DCS Superintendent will address each school identified in either category and support the implementation of a plan designed to meet the needs assessment of the CSI or TSI school. Daleville City Schools, federal programs director will approve the Alabama Continuous Improvement Plan (ACIP) for ATSI (Additional Targeted Support and Improvement) and TSI (Targeted Support and Improvement) schools by ensuring that the plan aligns with state and federal requirements, as well as the specific needs of each school. Once approved, the LEA monitors the implementation of the ACIP throughout the year through regular data reviews, on-site visits, and mid-year reviews. These reviews typically include updates on academic performance, attendance, behavior, and other key indicators tied to the plan's goals. Specifically, where academic progress is not deemed acceptable, the DCS administrative team has developed a plan of support and monitoring. Needs are supported and funded according by State, Local and Federal funds supplementing. Additional administrative support, classroom teacher, para-educators, materials and resources may be allocated to schools in need of additional support as determined by the DCS administrative team also professional development opportunities will be extended to equip Daleville High School educators with essential skills, for professional development. If the ACIP is not successfully implemented, DCS will determine the need for additional action after a two-year evaluation period. At this point, if significant progress has not been made, the school(s) may implement more intensive interventions, such as reallocating resources, adjusting staffing, or requiring further professional development for teachers and staff. If the issues persist beyond three years, DCS may consider further actions, including working more closely with state-level support teams to ensure necessary improvements are made.

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).)

The poverty criteria used to select eligible attendance areas will be the number of children directly certified by the state as receiving/qualifying for economic based supports such as food stamps, WIC, etc with a multiplier added. Schools will be determined eligible based on the system's average percentage of poverty and with at least 35% of the children from low income families according to last year's data. Schools will qualify in rank order based on the percentage of students who are identified as low-income families. Currently Windham is served first with 72% of its students identified as low-income. Daleville Middle School 70%. The high school is served at a rate proportional to their number of qualifying students which is currently at 67%.

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.

All of our schools have developed school-wide continuous improvement plans (CIPs) and services will be provided for all students based on the CIPs. These plans were developed according to the ten components of a school-wide program as outlined in Section 1114(b). The plans include, but are not limited to, the following programs, strategies, or models: Alabama Reading Initiative (ARI), Alabama Math, Science, Technology Initiative (AMSTI), I-Ready, LETRS, Eureka Math, Reading Street, Lexia, Classworks, after school tutoring, small group instruction, explicit phonics instruction, integration of multi-sensory strategies, comprehension toolkit, leveled readers, and a breakdown of the college and career ready standards. We currently do not have any facilities for neglected or

delinquent students with our attendance zones. We do not have any local institutions for neglected or delinquent children or community day school programs

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.).

Students are identified by school guidance counselors, registrars, school administrators, central office personnel, and social service agencies. These students are referred to the Homeless Liaison who will review the case, verify eligibility with the home school personnel, and coordinate appropriate assistance. Services will include academic assistance, tutoring, school supplies, stipends for personal hygiene and clothing items, field trips, school fees, dues, and access to emergency medical or dental care, medication, and mental health services through United Way sponsored programs. Homeless students attending Daleville City Schools will be eligible to participate in any programs provided by our local schools or district. Funds are set aside in the Title I budget for these services for our homeless students.

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.

WES has a strong Pre-K program which houses two classes of 18 preschool students each. Pre-K activities are developmentally appropriate, focusing on all domains (social, emotional, cognitive, linguistic, and physical). The purpose of the Pre-K program is to provide young children with the early learning experiences that will enable them to meet academics standards. The curriculum focuses mainly on developing students social/emotional and communication skills through cooperative play. The preschool teachers are LETRS trained, however, and provide the highest instruction in phonemic awareness, phonological processing, and pre-phonics skills as well as incorporate some pre-math skills such as one to one correspondence and spatial relationships with blocks and other math manipulatives. The Pre-K program is an integral part of the school setting, providing weekly library times. Students entering K from these classes appear much more developmentally ready for kindergarten instruction and often become leaders in their kindergarten classrooms.

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.

During this school year, parents and/or families of our students will be given the opportunity to participate in parent-teacher conferences on 2 afternoons (one in each semester) which are set aside for the purpose of parent /teacher/administrative consultation. Other times as well throughout the year as needed through virtual, phone, or in person methods will be provided to have parent /teacher/administrative meetings . All schools sponsor a parenting day where

parents are encouraged to come and visit their children's classrooms, eat lunch with their child(ren), and view student work yearly. Our schools host one large Veteran's Day program that parents/families are encouraged to attend. Since our city lies at the gates of Fort Novesel, our students have strong military ties and Veteran's Day is highly celebrated in the area. The high school will offer homecoming activities this year which invite parents and the community onto our campus. DHS does not have an active PTA, but parents are invited to Club inductions, sporting events, events honoring academic celebrations, scholarship awards, and ROTC and Career Tech show cases. DMS will offer activities which invite parents and the community onto our campus including sport activities and club memberships. & WES host literacy and math events. Beginning literacy resources will align with the Alabama College and Career Ready Standards (CCRS). Literacy resources will have activities for the parent and child to do together at home. The math resources will align with concepts found in the Alabama CCRS; they will provide school-home extensions as well. WES provides tips and strategies in Links to other websites and for parents are also included on the school web page. WES will offer Parent's Night to offer assistance with literacy, math and technology as needed and appropriate. Because of the integration of technology in the classroom, opportunities for participants to engage with technology will be provided in order to assist their child(ren) with school work at home. WES hopes to repeat the STEM Day which was initiated last year and hopes to encourage more parent involvement opportunities this year. Also at WES, parents are invited in for different PTO events throughout the year where some student performances occur.

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.

Faculty, staff, and leadership in our high school work to ensure effective transition for students as they enter and exit high school. Schools engage in intentional transition efforts for incoming students using a mentoring program and a peer-to-peer support program. These purposeful, on-going efforts target our youngest students with the goal of instilling quality habits and equipping them to succeed in a new school environment. Our students are afforded the opportunity to participate in strong ROTC programs, career tech programs, and dual enrollment/AP courses. Our DHS Counselor helps each student complete and submit FAFSA forms for college and our DHS faculty and staff encourage all of our seniors to apply for college during free application week--setting aside time during the school day to help them with that process. Our Career Coach meets with students during the school year to help encourage vocational exploration of jobs which meet their interests. Our DHS students also participate in ASVAB to identify their vocational strengths and potential for success in the military and other fields. A rising ninth grade night in March/April is available for 8th grade students and parents/guardian to assist with the transition from middle school to high school.

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.

DHS affords students the opportunity to pursue college credit while still enrolled as high school students. We have worked hard to establish articulation agreements with Enterprise State Community College and great care has been taken to ensure curricular integrity. College courses offered to our students fall in both well-rounded education and elective courses, and participation continues to grow in these dual enrollment opportunities. Students are provided opportunities and guidance in mapping out their career plans and are encouraged to select courses based on their interests and abilities. These are re-

evaluated and updated each year. Our career tech teachers, career coach, and high school counselor try to meet with students regularly in order to assist them with student career planning, job shadowing, and internship opportunities. Each student has a mentor teacher who helps to fill this role as well. DHS students have a resume writing contest, they have industry tours, attend the Wow Industry Career Fair, attend the County Career Fair, partnership with military, students have availability to Schior a college research tool, students are taken for college tours and they have a market review. DMS has implemented Careers on Wheels this year.

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).

In an effort to minimize the loss of class time as a result of student disciplinary consequences, the Daleville City School System conducts reviews of individual school data in terms of total incidents of student misconduct that have occurred and how the local school has addressed the student misconduct with the application of disciplinary consequences. The system provides an ISS facility for students in 5th-12th grades where students can continue to receive instruction from a certified educator and continue to work on gen. ed. curriculum assignments when needed. In addition to the ISS facility there is an Alternative School for students who have more serious discipline issues. There is a certified administrator and paraprofessional at the Alternative School. Student use Edgenuity at the Alternative School. For K-4 students, a resource room has been established for students who are having trouble participating in their homerooms that day. Students may work to complete classroom assignments in this room with adult support in a smaller setting until they can regain their composure and return to their gen. ed. classes. Additionally, throughout the school year, on-going support is provided to building administrators regarding student management best practices. With regard to specific student subgroups such as children with disabilities, the student's IEP team works collaboratively with building administration in an effort to provide appropriate support for the student while minimizing any loss of instructional time. Our schools' RTI/PSTs also prepare plans for students with on-going emotional or behavioral needs. Students are encouraged to practice coping strategies that might work for them. These plans are reviewed and tweaked at least monthly to maximize student growth and stability.

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.

Daleville City Schools offers CT Programs based on Alabama Labor Market Information to the 7th/8th grade that are exploratory in nature while offering skill specific programs to high school students 9-12. Programs provide the opportunity for program specific skill attainment that can lead to pre-graduation credentialing while preparing students to attain internships and apprenticeships post-graduation. Students are exposed to various industry opportunities through industry tours, college tours, WOW, career fairs, and job shadowing. Our main goal is to prepare students to pursue high wage/high demand careers with valid skills and knowledge to make appropriate career-choice decisions.

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.

CT programs promote and utilize information gained from program specific advisory councils. Local business and industry partners bring real-world knowledge that allows instructors to promote rigorous, relevant, and engaging lessons for students. The systems CTA participates in Southeast Alabama Works and Workforce Development Meetings for Region 6 for advisory purposes. Our CTA is a resource to help instructors appropriately implement the 2018 reauthorization of the Carl D. Perkins CTE Act of 2006. The CTA provides guidance in appropriate spending of funds, locating program specific resources, and promoting professional development and other program specific training opportunities. Daleville City Schools partners with Enterprise State Community College and the Alabama Aviation College to provide students with various technical dual enrollment opportunities that provide opportunities for all students, to include non-traditional and other special population students, to meet their career needs

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.

Title I funds are not utilized to identify and serve students who are gifted and talented. Daleville City Schools follows the guidelines set forth from the Alabama State Department of Education with regard to identifying and serving students who are gifted and talented. The district employs a teacher at the elementary school who directly serves students who are identified as gifted and talented. This teacher goes into all second grade classrooms to provide a "planned experience" as part of the ALSDE guidelines for 2nd grade Child Find. As a result, each second grade student is considered as a potential gifted and talented student. Parents or teachers may also refer a student to be screened for gifted services. The District implements a pull-out model for service delivery in grades K-4 for enrichment, a direct instruction model for advanced classes in 5th-8th, and an indirect model through dual enrollment, honors, and AP courses to provide a more challenging curriculum for our high school students.

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.

Library Media Specialists at the elementary, middle, and high schools have the autonomy to select books that will enhance the literary collection and support the needs of the school and community. The LMS follow these guidelines when building a collection to support student achievement: Supplemental learning resources take into consideration the varied interests, abilities, socio-economic backgrounds, learning styles, and emotional development of the students; supplemental learning resources stimulate growth in literacy through processing and synthesizing information, factual knowledge, literary appreciation, aesthetic values, critical analysis, citizenship, and/or character development; supplemental learning resources speak to different sides of issues so that students, under guidance, can practice and develop skills of critical analysis and make informed judgments in their daily lives; resources attempt to reflect the history, culture, and perspectives of societies, inclusive of women and men, individuals and groups from various racial, cultural, ethnic, social, and religious backgrounds, and persons with disabilities, and in cases where biased instructional resources might be used in a formal setting, they are used in a manner that helps students gain insights into the existence of bias in both print and non-print resources.

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).

During this school year, parents and/or families of our students will be given the opportunity to participate in parent-teacher conferences on 2 afternoons (one in each semester) which are set aside for that purpose as well as at other times throughout the year as needed through virtual, phone, or in person methods as appropriate and in accordance to the social distancing regulations at that time. All schools sponsor a parenting day where parents are encouraged to come and visit their children's classrooms, eat lunch with their child(ren), and view student work yearly. In addition to that, the elementary school hosts a Leadership Day where parents are encouraged to come and witness the leaders our students are becoming by participating in tours and events led by the students. We hope to reinstate this day this year. Our schools host one large Veteran's Day program that parents/families are encouraged to attend. Since our city lies at the gates of Fort Rucker, our students have strong military ties and Veteran's Day is highly celebrated in the area. The high school will offer homecoming activities this year which invite parents and the community onto our campus. DHS does not have an active PTA, but parents are invited to Club inductions, sporting events, events honoring academic celebrations, scholarship awards, and ROTC and Career Tech show cases. DMS & WES host literacy and math events. Beginning literacy resources will align with the Alabama College and Career Ready Standards (CCRS). Literacy resources will have activities for the parent and child to do together at home. The math resources will align with concepts found in the Alabama CCRS; they will provide school- home extensions as well. Links to other websites are also included on the school web page. WES will offer workshops at various times on literacy, math and technology as needed and appropriate. Because of the integration of technology in the classroom, opportunities for participants to engage with technology will be provided in order to assist their child(ren) with school work at home. WES hopes to repeat the STEM Day and hopes to encourage more parent involvement opportunities this year. Also at WES, parents are invited in for different PTO events throughout the year where some student performances occur.

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.

DCS provides this early release days during this school year, parents and/or families of our students will be given the opportunity to participate in parent-teacher conferences on 2 afternoons (one in each semester) which are set aside for that purpose. This allows parents to meet with multiple teachers on one afternoon without having to take multiple days off of work. If parents cannot come on early release days, parent meetings can be scheduled for anytime during the school year by appointment. Most of these are in-person again, but DCS provides access to technology for our teachers to conduct these meetings via Zoom or face-time links with parents. DCS also schedules open house and parent orientation nights so that they are all on the same evening and not overlapping. This allows parents to attend all of these meetings on 1 evening. DCS asks parents from all 3 schools and community members to participate

on system advisory committees for Title 1 and 4 programs and our counseling program so that we have multiple sources of input. We also help ensure our schools have the powerpoints and technology needed to present Title information in their own school settings at Title I and other parent Meetings. Information regarding all of these areas are pushed out to parents and community members who were unable to attend via our schools social media pages and our district and school websites. All 3 schools sponsor a parenting day where parents are encouraged to come and visit their children's classrooms, eat lunch with their child(ren), and view student work. In addition to that, the elementary school hosts a Leadership Day where parents are encouraged to come and witness the leaders our students are becoming by participating in tours and events led by the students. We hope to do an in-person Leadership Day this year. Our schools host a large Veteran's Day program that parents/families are encouraged to attend. Since our city lies at the gates of Fort Rucker, our students have strong military ties and Veteran's Day is highly celebrated in the area. DHS hopes to reinstate previous homecoming activities which invite parents and the community onto our campus such as the parade and pep rally. DHS does not have an active PTA, but parents are invited to Club inductions, sporting events, events honoring academic celebrations, scholarship awards, and ROTC and Career Tech show cases. DMS and WES host literacy and math events. Literacy resources will align with the AL ELA Course of Study. Literacy resources will have activities for the parent and child to do together at home. The math resources will align with the AL Math Course of Study; they will provide school-home extensions as well. Links to other websites for parents are also included on the school web page. Windham will offer workshops at various times on literacy, math and technology as needed and appropriate. Because of the integration of technology in the classroom, opportunities for participants to engage with technology will be provided in order to assist their child(ren) with school work at home. Also at WES, parents are invited in for different PTO events throughout the year where some student performances occur. We are working to integrate the virtual parent conference options with in-person meetings for parent teacher conferences, but also for Title I parent meetings, and parent involvement plan revisions as we were able to get more parent participation through the virtual option than we have in past years doing face-to-face meetings only; however, one or more face-to-face meeting opportunities will be provided on each campus.

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.

Daleville City Schools has a parent engagement policy and plan that covers the requirements of NCLB, reauthorized by ESSA in 2015. A district team evaluates, revises and approves the plan annually. Each school also has a parent engagement plan included in the CIP. DCS will continue to offer several traditional activities in the virtual format but we offer more face-to-face parent participation options again this year. Funding is allotted from the Title I program to carry out parental involvement activities. Communication between school and home is supplemented and enhanced through Title I resources. To promote family participation in reading and math, the LEA offers literacy and math events for parents. Literacy resources will align with the AL ELA Course of Study. Literacy resources will have activities for the parent and child to do together at home. The math resources will align with the AL Math Course of Study. They will provide school-home extensions, as well. The Federal Programs Supervisor coordinates the parenting activities for the district level and supports schools as they develop and Implement their school plans. Parents are welcomed participants in the planning process at both the school and district level. School-Parent compacts include the required components that are grade-specific and are retained in the teachers' classrooms for use by teachers in working with our students and parents/families. DCS works with the local Boys and Girl's Club to offer help to staff there who are attempting to help students with homework during their after school hours--making sure they have access to digital textbooks and resources. There are not any neglected or delinquent facilities within our zone for us to collaborate with in order to promote student success, but we do have some ARP Homeless funds which are being used to support homeless students in our local hotels to be sure they have the clothes and school supplies they need. We also coordinate with local churches and food pantries to be sure these students and their families' needs are being met.

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).

Each year our schools have a committee comprised of at least two parent representatives to review the parent and family engagement process/plan. Contact by mail, email, or phone will be made to secure the participants of the committee. In the meeting, sign-in sheets, an agenda and meeting notes will be kept. The Plan will be reviewed by all members of the committee during the meeting and suggestions for revisions will be discussed. Parent surveys are made available in both English and Spanish. Information may be translated as needed. Interpreters will be provided as needed for meetings for parents who do not speak English. Materials will be provided in an understandable format. Our schools hold ESL parent information sessions each year as well.

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.

Elementary teachers send communication binders home at least weekly. Teachers respond to emails from parents regularly. The elementary and middle school host parent and grandparent days where parents and grandparents are invited to eat lunch with their children/grandchildren and meet with teachers to discuss curriculum and student needs. One day per semester we do an early release system-wide so parent conferences can be scheduled. Parents are free to discuss how they can help their students be more successful. The high school hosts a freshmen orientation in the evenings so parents and students can come and learn more about what to expect in the HS setting. The HS also hosts FAFSA nights where parents and juniors/seniors can come and get help completing FAFSA forms for college tuition assistance.

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.

Communication binders will be sent home on a regular basis. Teachers respond to emails from parents regularly. The elementary and middle school host parenting nights where parents are invited to meet with teachers to discuss curriculum and student needs. One day per Semester we do an early release system-wide so parent conferences can be scheduled. Parents are free to discuss how they can help their students be more successful. Parents have access to student portals so that they can see their child(ren)'s grades at any time. The Daleville community and families are involved in many additional activities throughout the year including week long homecoming festivities and a large Veteran's Day Program. The band offers free concerts for the community at least 2 times per year.

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.

The revisions that were recommended by the parent advisory committees will be made and a copy of the plan will be sent to each committee member. The District Parental Engagement Plan will be available on the Daleville City Schools website. A listing of possible barriers to parent involvement will be generated by the school Title I parenting committees. The district liaison's role will be to assimilate any suggested changes and incorporate them into the district plan. This committee will convene before the first semester break of each year. An additional Parent Advisory Committee meeting will take place before the end of the second semester. At this time, further revisions will be made to the Parent Involvement Plans for the next school year as needed. Parent surveys will be revised during the annual fall meeting for the upcoming year. Surveys will be sent in a language parents can understand.

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.

The Daleville City Board of Education agrees to implement the following statutory requirements: The school district will put into operation programs, activities and procedures for the engagement of parents in all of its schools as they all have Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children. Consistent with section 1118, the district will work all three schools to ensure that the required school- level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. The school district will incorporate this district-wide parental involvement policy into its Local Education Agency (LEA) plan developed under section 1112 of the ESEA. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of ESEA in an understandable and uniform format, and including alternative formats upon request, and to the extent practicable, in a language parents understand. If the LEA plan for Title 1, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education. The school district will involve the parents of children served in Title I Part A schools in decisions about how the one percent (1%) of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 90 percent (90%) of the one percent (1%) reserved goes directly to the schools. The school district will be governed by the following statutory definition of parental involvement and expects that its Title Schools will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities such as those described in section 1118 of ESE. DCS asks 1-2 parents from all 3 schools and community members to participate on system-wide advisory committees for Title 1 and 4 programs and our counseling program so that we have multiple perspectives represented. We also help ensure our schools have the powerpoints and technology needed to present Title information in their own school settings at Title I and other parent Meetings. Information regarding all of these areas are pushed out to parents and community members who were unable to attend via our schools social media pages and our district and school websites or directly through emails with advisory team members who were unable to attend in person due to last

minute scheduling conflicts. If invited parents know in advance that they cannot attend, schools are asked to find an alternate parent to fill that role so that all school populations have representation at the advisory council meetings.

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.

The District Parent liaison will assist each school with implementing quality parent engagement programs by meeting with the local Title I Committee annually and Parent Advisory Committees as needed; providing workshops on assessment data as requested; providing resources to increase family engagement in the local schools and; coordinating with WES's reading and math coaches to encourage family literacy education training and family math education training. Parents who attend literacy/math events will be given resources that include activities they can do at home with their child. A parent survey will be distributed to each school; results will be calculated and analyzed. These results will be used by the school committees to adjust parenting plans as needed. Parents will be informed of the survey results.

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 this school year, parents will be given the opportunity to participate in leadership, literacy and math events as deemed safe and appropriate under state and local social distancing guidelines (virtually, on-site, in small groups). Beginning literacy resources will align with the new ELA course of study standards. Literacy resources will have activities for the parent and child(ren) to do together at home. The math resources will align with concepts found in the new Alabama Math Course of Study standards; they will provide school-home extensions as well as links to other websites for parents are also included on the schools' web pages. Our schools will offer workshops at various times on literacy, math and technology as needed and appropriate. Because of the integration of technology in the classroom, opportunities for participants to engage with technology will be provided in order to assist their child with school work at home.

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.

Each year our schools will distribute a survey to parents. This survey will include spaces in which parents can write: workshop topics that they would like to see offered; preferred time of day to participate in workshops; and indicate how the system can effectively plan parent engagement activities. New teacher training/mentoring will include strategies for effectively communicating with parents. Materials, resources, and information about various parent engagement topics will be provided to principals. Information will be provided to PTOs or other parent groups as requested. The DCS system wide professional learning plan goal for this year is to improve our MTSS Process at every level and include parents at each step in that process. Parent involvement is our schools has

been greatly reduced over the last few school years due to COVID, but we are ready to welcome them back. The DCS PD plan also focuses on a return to basics in reading and math--a true focus on the science of effective and efficient teaching in order to provide the best education our students can receive while building our schools' cultures to be more student/family oriented.

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.

Each school will make parent resources available in a location that can be accessed by all parents. Materials provided in this area may include pamphlets, books, videos, and other media on parenting topics such as: appropriate discipline, ADHD, the needs of various learners such as students identified as gifted or those with special needs including Dyslexia, and other topics that parents list on the parent survey. Pre-K students at WES will be included in all the K-4 school activities involving parents

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.

Parent surveys are available in both English and Spanish. Information will be translated as needed. Interpreters are provided as needed for meetings for parents who do not speak English. Materials are provided in an understandable format to the extent possible. Our schools hold EL parent information sessions. Information is given to parents on various topics and parents are given an opportunity to ask questions

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.

Each school will make parent resources available in a location that can be readily accessed by all parents. Materials provided in this area may include pamphlets, books, videos, and other media on parenting topics such as: appropriate discipline, ADHD, the needs of various learners such as students identified as gifted or those with special needs, and other topics that parents list on the parent survey. Preschool students housed in Windham Elementary will be included in all the K-4 school activities involving parents.

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.

A parent representative for each school serves on our Leadership Teams which meet throughout the year to analyze data and create plans to ensure we are on target to meet our goals. A parent representative serves on our Strategic Planning Leadership team as well. Parents are encouraged to suggest areas in which we need to improve as a district or as individual schools or specific staff members. We also send out anonymous surveys or inventories to parents that have questions related to their perspective of teacher effectiveness.

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.

The district is committed to literacy training such as LETRS and Neuhaus and will use local money to supplement these efforts if federal funding should be depleted. Our Regional In-service Center also provides some literacy training during the summers for free and several of our teachers attend those training's

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.

The district provides translators as needed for our diverse community so our families will feel comfortable coming in for meetings. We have a school vehicle that may be used to pick guardians and children for meetings if requested

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

Daleville City Schools is making a conscious effort to increase parental opportunities to engage in school events and activities. A district committee continues to study this idea and develop innovative opportunities. Our system Mental health coordinator has taken the lead on this initiative as she is in all 3 schools and can act as a liaison between them and the Central Office on these activities. At our yearly Title I parenting involvement plan review meetings, we discuss ways to get other parents involved with the parents who are present. At PTO meetings at WES, we review ways the parents in attendance can spread the word and get more families to join the PTO and/or sign up for our Remind texts so that we can reach out to more people. Information from parent surveys as well as research on family engagement and public relations was used to formulate a plan to increase parent engagement opportunities. Some of the continued efforts previously mentioned include literacy and math nights, and half day parent/teacher conference days. Other activities we implement include upcoming ninth grade orientation night where we have local food trucks provide meal options.

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.

Daleville City Schools is making a conscious effort to increase parental opportunities to engage in school events and activities. Information from parent surveys, as well as research on family engagement and public relations, is being used to formulate a plan to increase parent engagement opportunities. Some of the continued efforts previously mentioned include literacy and math nights, and half day parent conference days. Title I meetings are held at different times to allow parents flexibility to attend a meeting. Virtual meetings can be arranged and held. Phone conferences are possible.

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

The district parent liaison will develop a committee comprised of two parent representatives from each school. Parents will sign a sheet stating attendance. An agenda will be given to each parent and minutes of the meeting will be kept by a member of the committee. The previous year's policy will be disseminated to parents for review before the committee meetings. At the meeting, the plan will be reviewed, discussed, and evaluated. Parent surveys from each Title I school will be reviewed and additional parent input for next year's Title I plan will be requested. Changes will be made according to the committee's recommendations.

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.

Each of our schools has a Parent Advisory Committee. Each year, this committee meets to evaluate, make recommendations, and approve the local Title I Parent Engagement Plan. When preparing the local Title I Plan each year, at least 1-2 parents is included on every local school team. This parents are given the opportunity to provide information and suggestions representing the parents from that school. All meetings are documented with agendas, sign-in sheets, and meeting minutes.

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

Daleville City Schools partner with community based organizations as well as businesses. Among these partnerships are shared responsibilities with the Department of Human Resources, the United Way--211, The Boys and Girls Club, and other nonprofit agencies including some local churches. We also work closely with the Daleville City Council on some parent involvement activities such as the homecoming parade and some academic and sports banquets. The superintendent also attends parent/family school showcases on Fort Rucker throughout the school year. Daleville City Schools works with the Daleville Recreation Department in sharing facilities and having certain sporting events available for student/participant attendance.

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.

Parent surveys are available in both English and Spanish. Information will be translated as needed. Interpreters are provided as needed for meetings for parents who do not speak English. Materials are provided in an understandable format to the extent possible. Our schools hold EL parent information sessions. Information is given to parents on various topics and parents are given an opportunity to ask questions.

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

By agendas and sign in sheets given to each parent and minutes of the meeting will be kept by a member of the committee pertaining to the Engagement Policy. In formation from parent surveys will also be used as evidence.