

LEA CONSOLIDATED PLAN
DOTHAN CITY SCHOOLS
SUPERINTENDENT: DR. GARRICK ASKEW

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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 necessary, 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 active 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:

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

1. 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.

All Dothan City Schools (DCS) are mandated to develop an Annual Continuous Improvement Plan (ACIP) as a foundational framework for the academic year. This process is led by the school leadership team, who collaborates following the receipt of state standardized test scores. The ACIP is informed by an analysis of student performance data and is evaluated against established goals set by the state department. These goals include metrics for interim progress and performance standards. Teachers across grades K-12 systematically monitor student advancement by leveraging data obtained from mandated state assessments, which are instrumental in assessing students' success in meeting state-defined performance benchmarks. Assessment data is disaggregated into subgroups and scrutinized at both the Local Education Agency (LEA) and school levels. Additionally, these assessments furnish critical information for parents and students, assist in diagnosing educational needs, guide instructional methodologies, evaluate program effectiveness, inform professional development initiatives, and prompt necessary revisions to program components.

Sec. 1112(b)(1)(B)

2. 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.

Dothan City Schools (DCS) extend services to all students within school-wide programs, with a strong focus on supporting at-risk populations. These populations include migratory students, those with limited English proficiency, students with disabilities, homeless individuals, youth in foster care,

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neglected or delinquent students, and economically disadvantaged learners. The goal is to facilitate these students in achieving both local and state benchmarks for academic success, while also adjusting as needed when the ACIP committees convene. The state courses of study, along with grade and subject-specific pacing guides and ACIPs, provide a comprehensive framework for instructional practices within classrooms. School administrators and central office personnel conduct walkthroughs to verify the implementation of ACIP components. Regular meetings of school leadership teams are convened to review and analyze data, monitor program execution, and modify program elements to ensure compliance with the state's achievement standards. The Response to Instruction (RTI) framework is implemented across all Dothan City Schools, focusing on assessing student achievement and needs to determine if additional support is necessary. This intervention model consists of three tiers (I, II, and III), and students may be referred for tiered assistance based on various factors, including academic performance, state testing, data-driven assessments, and behavioral considerations. In conjunction with RTI, schools have access to computer-assisted programs that offer performance feedback.

Sec. 1112(b)(1)(C)

3. 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 to need help in meeting the challenging State academic standards.

Embedded within Dothan City Schools' (DCS) ACIPs is a targeted at-risk plan that delineates each school's strategies and interventions to provide additional educational support. Such assistance includes intervention classes, tutoring programs, summer school initiatives, strategic teaching practices, and various computer programs that enhance student learning. English Language Learners (EL) across all Dothan City Schools receive support through the Specially Designed Academic Instruction in English (SDAIE) methodology, which integrates content instruction with English language development. EL instructors communicate WIDA standards and strategies to classroom educators, and ACCESS scores are analyzed and shared with teachers. EL students are also eligible for intervention programs offered by the school or LEA. Instructional and Reading Coaches provide further guidance to teachers working with at-risk students. Teaching strategies from the Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI), and Southern Regional Education Board (SREB) are implemented throughout DCS, with a specific emphasis on Tier II instruction to support at-risk learners better.

Sec. 1112(b)(1)(D)

4. 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.

Dothan City Schools (DCS) enhance support for all institutions by implementing several strategies:

- Providing professional development resources to assist principals in executing school strategies;
- Acquiring integrated learning systems;
- Securing materials for standardized test preparation;
- Offering system-wide enrichment and accelerated curricula;
- Developing ACIP plans in collaboration with the School Improvement Team, presenting them to faculty, implementing them at the school level, and monitoring by principals;
- Ensuring faculty participation in professional development focused on ARI, AMSTI, STEM, and SREB strategic teaching methods; and
- Creating multiple professional development opportunities for DCS faculty.

Sec. 1112(b)(2)

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

Data concerning teacher performance will be evaluated through Educate Alabama, with a strong recommendation for principals to assign their most effective educators to the lowest-achieving student groups. Professional development opportunities will be provided to enhance the skills and knowledge of all teachers. Dothan City Schools is committed to employing only certified teachers within their designated content areas. Furthermore, during the academic year, the system thoroughly reviews the tri-annual LEAPS report to confirm that all teachers are qualified, teaching within their field, and certified by the State of Alabama. When a teacher is not appropriately certified for their assigned subject(s) and grade(s), an individualized plan must be documented to outline the steps necessary to achieve the required qualifications in their instructional area.

Sec. 1112(b)(3)

6. Describe how the local educational 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 local education agency.

Comprehensive School Improvement and Support (CSI) schools were identified based on key indicators. The key CSI indicators for elementary/middle schools included academic achievement, growth, progress toward English language proficiency (ELP), and chronic absenteeism. High school CSI indicators included academic achievement and growth, graduation rate, progress toward English language proficiency (ELP), college and career readiness (CCR), and chronic absenteeism. For each indicator, every school receives a scaled score per indicator and an overall grade on a 100-point grading scale. The bottom 5% of Title I schools with the lowest performance on the indicators are identified as CSI schools and any high school with a four-year graduation rate of 67% or less. In addition to these two factors, Title I school has at least one chronically low subgroup of students that has yet to make sufficient improvement after implementing a Targeted Support and Improvement (TSI) plan over a maximum of three years. Alabama will identify schools for comprehensive support and improvement every three years. A CSI school may exit such status by performing above the bottom 5% of Title I schools and showing improvement as compared to when the school was initially identified. A CSI school identified due to its graduation rate may exit such status by having a graduation rate at or above 67%. An equity formula will be used to determine CSI allocations, considering the number of students, the percentage proficient, and the number of special populations (EL, SPED, homeless, etc.) in the school.

As school improvement teams engage in their improvement planning, they should work to ensure that the improvement plan targets the indicators with the lowest performance. Although Dothan City Schools provides guidance and support to help school improvement teams engage in the school improvement planning process, it is essential to remember that each CSI school is ultimately responsible for developing and implementing its improvement plan. The goal of a school improvement plan is improvement in student success. In all cases, improvements in student success will only occur if substantive and strategic changes to school-based systems and professional practices precede them. Thus, when developing their plans, school improvement teams must identify the changes in systems and practices that will primarily produce the desired outcomes they are looking for and build plans that will provide the necessary support to sustain these changes.

Dothan City Schools (DCS) provides guidance and support to help school improvement teams engage in the school improvement planning process. An overview of the improvement planning process is included, along with steps and tools to support teams through each phase of the Annual Continuous Improvement Plans (ACIPs), which provide a framework for delivering services to all students. These

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plans are hosted in the Cognia platform and have been developed in accordance with the ten components of a school-wide program as delineated in Section 1114(b).

The ACIPs encompass several vital elements, including

- Needs Assessments: Conducted based on student performance metrics and stakeholder feedback to identify areas for improvement.
- School-wide Reform Strategies include the implementation of Integrated Learning Systems, Accelerated Reader and Math programs, and other evidence-based resources to enhance proficiency across all grade levels and subjects. Additionally, multimedia equipment, along with teaching strategies from the Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI), STEM education, and Southern Regional Education Board (SREB) strategies, are utilized in conjunction with Response to Instruction (RTI) data and interventions.
- Parental and Family Engagement Strategies: Initiatives such as Parent Teacher Organizations (PTO), newsletters, and the PowerSchool parent portal are employed to foster family involvement.
- Transition Practices: Comprehensive strategies are implemented to ensure smooth transitions for students moving from early education to elementary, elementary to middle school, and middle to high school. Assessment and Accountability: Collaboration among principals, program specialists, and educators is emphasized to plan, implement, and support learning initiatives for all students.
- Professional Development: Opportunities for professional growth are available to all DCS staff to enhance instructional practices.
- Support for At-Risk Students: Effective interventions are identified through the RTI process, which includes data meetings, intervention strategies, and a focus on Tier II instruction. Additionally, at-risk students are provided access to services from school-based counselors.
- Comprehensive Budget: The ACIPs feature a detailed budget integrating state, local, and federal funding sources.
- Annual Goals and Assurances: Clear objectives are outlined to ensure accountability and progress monitoring.
- Title I Diagnostic Components: This includes an evaluation of instructional paraprofessionals and teachers to confirm compliance with state requirements, strategies for attracting qualified educators, an analysis of the teacher turnover rate, and the experience levels of essential teaching personnel. Schools must provide detailed responses and supporting evidence regarding staffing decisions and initiatives to reduce turnover rates. Through these comprehensive strategies, Dothan City Schools is committed to fulfilling its responsibilities under section 1111(d)(1) regarding Comprehensive Support and Improvement (CSI) Schools, ensuring that the CSI plans are collaboratively developed and implemented in partnership with stakeholders while addressing accountability indicators and resource disparities.

Sec. 1112 (b)(3)

7. 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.

In cases where Dothan City Schools (DCS) were to provide public school choice as stipulated in section 1111(d)(1)(D) for students enrolled in schools identified for Comprehensive Support and Improvement (CSI). The District prioritizes the lowest-achieving students in several ways:

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- **Priority Enrollment for Lowest-Achieving Students:** When offering public school choice options, DCS systematically identifies and prioritizes enrollment for the lowest-achieving students. This process is informed by data derived from student performance assessments and the needs assessments conducted within the Annual Continuous Improvement Plans (ACIPs). This ensures that students who would benefit most from a transfer are given precedence in the selection process.
- **Seamless Enrollment Process:** The DCS ensures that any student opting to transfer under the public-school choice policy is enrolled in classes and other activities at the receiving public school like all other students. The agency establishes clear protocols and communication channels to facilitate a smooth transition for transferring students, ensuring equitable access to educational resources, extracurricular activities, and support services.
- **Right to Remain in Transferred School:** The local education agency permits students who transfer to another public school to remain enrolled until they have completed the highest grade offered by that institution. This policy provides stability and continuity in education, allowing students to benefit from a consistent learning environment throughout their academic journey. The agency communicates this option to students and their families clearly, reinforcing the commitment to support student success and well-being. Through these measures, DCS demonstrates its dedication to providing meaningful public-school choice options while ensuring that the needs of the lowest-achieving students are prioritized and that their educational experiences are equitable and supportive.

Sec. 1112(b)(3)

8. 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.

Dothan City Schools (DCS) is committed to fulfilling its responsibilities under Section 1111(d)(2) concerning Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools. This commitment involves a structured approach to developing and implementing comprehensive improvement plans that address the specific needs of identified schools. To support TSI and ATSI schools in developing their improvement plans, the district will facilitate collaboration with various stakeholders, including school staff, parents, community members, and local organizations. This collaborative process will ensure that a diverse set informs the improvement plans of perspectives and adequately reflects each school's unique challenges and strengths. The improvement plans will be grounded in a thorough analysis of accountability indicators for each subgroup of students identified for support. This analysis will include disaggregated data on academic performance, graduation rates, and other relevant metrics to pinpoint areas needing targeted interventions. In alignment with best practices, the plans will incorporate evidence-based interventions tailored to the specific needs of each subgroup, thereby enhancing the likelihood of positive outcomes. Upon completion, the LEA will review and approve the improvement plans to ensure they meet the established criteria and address the identified needs effectively. The approval process will involve an evaluation of the proposed interventions, alignment with accountability indicators, and the feasibility of implementation within the school's context. To monitor the implementation of these plans, the LEA will establish a robust system for ongoing oversight and support. This will include regular check-ins with school leadership, data collection on interventions' progress, and student outcomes analysis. The LEA will provide technical assistance and resources to schools to facilitate the effective execution of their plans. Additional actions will be taken if a school does not achieve the desired outcomes after a predetermined period, as defined by the LEA. These actions may include revisiting the improvement plan to make necessary adjustments,

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implementing more intensive support strategies, or exploring alternative evidence-based interventions. The LEA is committed to ensuring every student has access to a high-quality education and will take decisive steps to support schools in achieving their improvement goals. Through this comprehensive approach, the LEA aims to foster continuous improvement in TSI and ATSI schools, ultimately enhancing student achievement and promoting equity across the education system.

Sec. 1112(b)(4)

9. Describe the poverty criteria 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 —**
 - o **The LEA must notify its secondary schools to inform them of the option.**
 - o **A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a)(5)(B) and (C).)**
 - o **An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (ESEA section 1113(a)(3)(B).)**

Dothan City Schools (DCS) offers breakfast and lunch to all students' district-wide at no charge through the Community Eligibility Provision (CEP) program. This program enables high-poverty schools and districts to provide these meals free of charge. The percentage of poverty is determined by the number of Direct Certified (DC) students matched electronically by the Alabama Department of Human Resources and the Alabama Medical Agency. Direct Certified status is based on the percentage of students who are eligible for free meals due to their participation in means-tested programs such as the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and the Food Distribution Program on Indian Reservations (FDPIR) as well as Medicaid through the Medical Demonstration Project.

The school's poverty percentage calculates Title I eligibility based on Direct Certification Data. The District takes two approaches to determining the schools' poverty percentage and allocating Title I funds equitably.

1. Multiply the number of students identified by DC in a CEP and non-CEP school by the 1.6 multiplier, then rank and segregate.
2. The number of students directly through DC in both CEP and non-CEP schools should be used to rank and serve.

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Schools are then ranked and served based on greatest need. Those with a poverty rate of 75% are served first, followed by lower-ranking schools with a minimum requirement of 55% based on the calculated poverty percentage. The district chooses a district-wide ranking other than ranking by grade span groupings. Currently, schools being served in DCS in the following order: Jerry Lee Faine Elementary, Girard Elementary, Morris Slingluff Elementary, Selma Street Elementary, Beverlye Intermediate School, Hidden Lake Primary, Dothan 6th Grade Center, Kelly Springs Elementary, Dothan Preparatory Academy, Dothan City Virtual School, Heard Elementary, Carver 9th Grade Academy, Dothan High School and, the Carver School of Mathematics, Science, and Technology.

Sec. 1112(b)(5)

10. 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 neglected and delinquent children in community day school programs.

The programs implemented by the Dothan City Schools (DCS) for school-wide and targeted assistance encompass a range of initiatives designed to support at-risk students and those needing intervention. These initiatives include but are not limited to, the provision of tutorial aides for students identified as requiring additional support, the Horizon Reading Program tailored for Tier II interventions, the Kuder Career Planning System for students in grades 8 through 12, ACCESS distance learning opportunities, the Literacy Act Summer Program for students in grades K-3, and the Accelerated Recovery Center (ARC) focused on credit recovery. Parent Involvement Specialists are available to enhance engagement among parents and families. Notably, all Title I schools within the DCS are designated school-wide.

Furthermore, services for neglected and delinquent students are systematically coordinated and integrated with various educational agencies to maximize student participation. The Department of Youth Services collaborates closely with the DCS system and leverages federal funding to support the employment of two certified teachers and two paraprofessionals. This Department serves multiple surrounding counties and encompasses various school districts. Students aged 10 to 18 who require instructional care engage in educational activities while residing at the Center. Although the primary responsibility for these students lies with the Department of Youth Services, a cooperative relationship has been established between the Center and Dothan City Schools to ensure educational services for students awaiting adjudication. Additionally, federal funding is allocated to the Local Education Agency's Accelerated Recovery Center (ARC), which specifically addresses the needs of overage and under-credited students aged 16 and older.

Sec. 1112(b)(6)

11. Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Homeless children and youth are guaranteed the opportunity to receive a free and appropriate public education, irrespective of their residency status. Dothan City Schools (DCS) is committed to ensuring that these students have equal access to academic and ancillary services that enable them to achieve the same rigorous state academic standards as their non-homeless peers. The Dothan City Schools System applies for the Stewart B. McKinney Homeless Assistance Act grant to support this commitment, facilitating equitable educational opportunities. The district has established admission procedures specifically designed for students identified as homeless. During registration, a Residency Questionnaire will be utilized to identify homeless children and youth, including preschool-aged children. Suppose a student is determined to be homeless by the administration. In that case, procedural guidelines are in place to ensure that they are not denied enrollment due to the absence of

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registration documentation at the time of admission. Homeless children and youth will be enrolled immediately, pending the acquisition of the necessary documentation. The Parent Involvement Specialist and school counselors will assist parents, guardians, or unaccompanied youth obtain the appropriate documentation. In Dothan, homeless children may receive temporary housing through organizations such as the House of Ruth and the Rescue Mission. At the same time, the local Housing Authority assists with long-term homelessness. School-based counselors are available to facilitate transitions and adjustments for these students.

Additionally, homeless students can participate in all programs funded by DCS. The school's Problem-Solving Team (PST) will assess each student's circumstances, strengths, and needs to determine eligibility for Title I, Exceptional Student Services, or other services available within the district. Dothan City Schools strives to create a stable educational environment for homeless children and youth by prioritizing enrollment in their school of origin and providing transportation to and from that school. Provisions are also in place for parents, guardians, or unaccompanied youth to request or decline enrollment in the school of origin, ensuring their preferences are respected.

Sec. 1112(b)(8)

12. 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.

Dothan City Schools' (DCS) Head Start Program has been dedicated to serving children from identified low-income families for over four decades. The program offers comprehensive services, including a structured preschool curriculum, health and nutrition support, parent involvement initiatives, and social services as outlined in the Head Start Performance Standards. The Dothan City Early Education Center consolidates all preschool classes operated by the Office of School Readiness into a single facility to streamline access and resources. To facilitate a seamless transition from early childhood education to elementary and middle school, Dothan City Schools implements various activities designed to support students and their families. These activities include counselor-led lessons for fifth-grade students addressing the forthcoming changes they will experience, as well as Open House events, parent-student visits, and conferences specifically tailored for Pre-K parents. Through these initiatives, DCS aims to ensure that students are well-prepared for their subsequent educational journeys.

Sec. 1112(b)(9)

13. 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.

There are no Targeted Assistance Schools in the Dothan City School System.

Sec. 1112(b)(10)(A)

14. 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 higher education institutions, employers, and other local partners.

Dothan City Schools is committed to implementing comprehensive strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. To support the transition from eighth grade to high school, the following strategies will be employed:

- Eighth graders will complete a web-based Kuder Career Interest Inventory, which will enable them to identify their interests and create a personalized four-year academic plan.

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- High school counselors will engage with eighth-grade students and their parents during a dedicated parent night to discuss graduation requirements, explore four-year plans, and review course selection options for the upcoming academic year.
- The counselor from the Dothan Technology Center will meet with eighth graders to introduce them to the various career pathways available at the center.
- Eighth graders will participate in Wiregrass Works, where they will attend a career expo designed to expose them to potential career opportunities and vocational options. Dothan City Schools will implement the following strategies to facilitate the transition from high school to postsecondary institutions:
 - Organized field trips to local colleges will allow students to explore academic environments and available programs.
 - Career expos and college fairs will be hosted to provide students with information on diverse educational and vocational opportunities.
 - A career coach will work individually with students, guiding them through the planning process for their postsecondary education and career aspirations.
 - College and military recruiters will visit each high school to engage with students and offer insights into various career paths and educational opportunities.
 - Cooperative education (co-op) opportunities will be available for juniors and seniors, providing them with practical experience in their fields of interest while still in school.

Through these initiatives, Dothan City Schools aims to foster strong connections with higher education institutions, employers, and local partners, ensuring students are well-prepared for their educational and career trajectories.

Sec. 1112(b)(10)(B)

15. 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.

To facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education, Dothan City Schools will implement a series of strategic initiatives designed to enhance student access to early college high school, dual or concurrent enrollment opportunities, and career counseling aimed at identifying student interests and skills.

Transition from Middle Grades to High School:

- The introduction of dual enrollment options will begin during eighth-grade parent night and orientation, allowing students and their families to understand the benefits and logistics of these opportunities.
- Eighth graders will complete Kuder Career Interest Inventories, followed by collaborative planning sessions with the career coach and the career academy counselor to develop a personalized four-year academic plan.
- All students in grades 9-12 will participate in a career preparedness course, which is designed to assist them in identifying their skills, work values, and interests and thereby promote informed decision-making regarding their future pathways.
- Participation in the Wiregrass Works career expo will expose students to various career options, helping them explore and identify their interests in a practical context.

Transition from High School to Postsecondary Education

- Dothan City Schools will offer dual enrollment and early college opportunities for students in grades 10-12, encompassing career technical and academic areas. This will allow students to earn college credit while still in high school.
- Career counseling will be provided using the Kuder system, enabling students to assess their interests and align them with potential career paths and educational opportunities.

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- High school counselors will deliver comprehensive career planning and counseling services to all students, ensuring they receive personalized guidance tailored to their aspirations and needs. Through these initiatives, Dothan City Schools aims to create a supportive framework that enhances student access to educational and career opportunities, ultimately fostering successful transitions at both critical educational junctures.

Sec. 1112(b)(11)

16. 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 students, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners).

Dothan City Schools (DCS) is committed to supporting efforts to reduce the overuse of disciplinary practices that remove students from the classroom. This commitment is operationalized through a variety of strategic initiatives aimed at identifying and assisting schools with high rates of disciplinary actions, disaggregated by student subgroups as outlined in section 1111(c)(2), including economically disadvantaged students, significant racial and ethnic groups, children with disabilities, and English learners. To address this issue, Dothan City Schools implements the following strategies:

- The Problem-Solving Team (PST) collaborates to develop and implement targeted strategies designed to mitigate problematic behaviors among students, thereby fostering a more positive school environment.
- In partnership with Dr. Benner at the University of Alabama, we will enter the Whole Initiative to empower educators to use practical and impactful 'super strategies.' Helpful strategies include high-yield, easy-to-use youth development strategies. We will reach a consensus on the most impactful youth development strategies using feedback from stakeholders, DCS leadership, and experts. These may include, but are not limited to, warm welcomes, optimistic closure activities, positive behavior supports, circles, and engagement strategies. We employ the best strategy from the perspective of DCS educators across the system.
- A behavioral specialist has been employed at two of our schools—including Beverly Intermediate, Carver 9th Grade Academy—to assist the PST in creating individualized behavioral management plans for students exhibiting severe behavioral challenges.
- All teachers are offered periodic professional development sessions focused on behavior management, which equip them with practical strategies for addressing student behavior proactively and constructively.
- The annual Student Incident Report (SIR) is reviewed to analyze disciplinary data disaggregated by subgroups, enabling the district to identify patterns and implement targeted interventions to support identified groups and reduce disciplinary incidents.
- Behavioral intervention methods are employed before any disciplinary consequences are issued, with the goal of addressing and resolving behavioral issues before they escalate.
- Dothan City Schools has instituted a Student Disciplinary Tribunal process, allowing parents and students to waive their rights to the tribunal or present their case if a consequence is issued. Students and parents can present witnesses, submit evidence, and have legal representation during the tribunal hearing, ensuring a fair and transparent process.

Through these initiatives, Dothan City Schools aims to create a supportive educational environment that minimizes the reliance on exclusionary disciplinary practices, fostering improved student engagement and academic success.

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

17. Describe, if determined appropriate by the local educational agency, the 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.

Dothan City Schools is dedicated to supporting the integration of academic and career technical education (CTE) through a coordinated approach that emphasizes experiential learning opportunities and skills attainment essential for in-demand occupations within the state. High school students have access to diverse career technical programs and dual enrollment opportunities with local community colleges and the Dothan Technology Center. This center offers both dual enrollment academic and career technical classes and non-dual enrollment career technical courses, thereby providing students with multiple pathways to enhance their education. Each career technical program within the Dothan City Schools system convenes twice annually with its advisory council. This council is crucial in ensuring educators remain informed about current high-demand jobs relevant to each program.

Furthermore, the advisory committee provides valuable recommendations regarding training equipment and curriculum modifications to align with local business and industry needs. Dothan City Schools has established dual enrollment partnerships with Wallace Community College, offering programs such as Welding, Emergency Medical Technician (EMT), and Medical Assisting, as well as academic courses in Math, History, English, and Computer Science. Students can attend classes on the college campus or at the Dothan Technology Center, providing flexibility and accessibility. The Dothan Technology Center also allows students to explore various career options while earning advanced diplomas, industry certifications, and college credit. Among the high-demand programs of study available are Health Science, Industrial Systems, Education and Training, Pre-Engineering, Automotive Services, and Marketing Information Technology. Through these comprehensive initiatives, Dothan City Schools aims to foster a seamless integration of academic and career technical education, empowering students with the skills and knowledge necessary to succeed in today's competitive job market.

Sec. 1112(b)(12)(B)

18. If determined appropriate by the local educational agency, describe how the 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.

Dothan City Schools is committed to enhancing work-based learning (WBL) opportunities for juniors and seniors, providing students with valuable interactions with industry professionals and enabling them to earn academic credit. The WBL program includes paid and unpaid internships, allowing students to gain practical experience in their chosen career-technical fields. To participate, students must meet the requirements set forth by the State Department and secure placements that align with their career technical program paths. Academic credit is awarded based on the number of work hours verified by the WBL coordinator, ensuring students receive recognition for their efforts and contributions. In addition to long-term positions, Dothan City Schools facilitates short-term job shadowing and apprenticeship opportunities through its career technical programs. Students are evaluated and awarded grades for these short-term experiences, which are directly related to their career tech studies. This dual approach to work-based learning benefits students by providing insight into job requirements and workplace environments and allows employers to assess students as potential candidates for future employment. To further enrich the WBL experience, Dothan City Schools invites various industry professionals to serve as career speakers. These speakers share their expertise and insights with students, offering guidance and inspiration as they navigate their career pathways. Through these initiatives, Dothan City Schools strives to create meaningful work-based learning experiences that equip students with the skills, knowledge, and connections necessary for success in their future careers.

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

19. Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

Dothan City Schools recognizes the importance of identifying and serving gifted and talented students, particularly those from economically disadvantaged backgrounds. To meet this objective, the local educational agency proposes strategically utilizing Title I and Title II funds. Title I funds may be allocated to support initiatives to identify gifted and talented students living in poverty. This could include targeted assessment tools and programs that help reveal the potential of these students, ensuring that their unique needs are addressed. Additionally, Title II funds can be used to enhance the skills of teachers, principals, and school leaders. Professional development opportunities will equip educators with the knowledge and strategies to identify gifted and talented students effectively. This training will enable them to tailor instruction that meets the diverse needs of these students, fostering an environment where they can thrive. It is important to note that Dothan City Schools does not directly use Title I or Title II funds to finance the gifted and talented program. Instead, these programs are supported through state and local allocations, ensuring talented students receive appropriate resources and support. By leveraging available funds, Dothan City Schools aims to create a robust framework for identifying and nurturing gifted and talented students, ultimately promoting equity and excellence in education for all learners.

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

20. 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.

Dothan City Schools is committed to utilizing Title I, Part A funds as a supplemental resource effectively to enhance educational opportunities for students, particularly in developing robust school library programs that foster digital literacy skills and improve academic achievement. The schools maintain the Atrium software through dedicated state technology funds to support these initiatives. This software is a vital resource for managing library collections and enhancing student access to various learning materials. At the school level, state library enhancement funds are allocated to purchase books, eBooks, and other resource materials, ensuring students access high-quality literature and digital content. With funding from the state department, schools can acquire books, digital literacy resources, and materials that align with the vision of promoting global learning. Each school's media specialist plays a crucial role in determining these purchases based on the specific needs of their student population, ensuring that resources are relevant and impactful. A state-certified school media specialist with current technology and broadband access staffs every school library. This infrastructure supports students in developing essential digital literacy skills.

Additionally, schools can utilize local, state, or federal funds to invest in programs such as MyON, Accelerated Reader, Accelerated Math, and STAR, which provide personalized learning experiences and support academic growth. Students also benefit from access to eBooks through local public libraries, provided they have a library card and other state-provided resources. Collaboration between content teachers and school media specialists is encouraged to promote school reform and identify effective strategies for cultivating global scholars. Through these comprehensive efforts, Dothan City Schools aims to create an enriching library environment that enhances digital literacy skills and significantly improves overall academic achievement among students.

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Sec. 1112(b)(7)

21. Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116.

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 under 1111(d)(1) and (2).

The District is committed to involving parents and family members in the development of the LEA Consolidated Plan under Section 1112, as well as in the formulation of support and improvement plans for schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) as outlined in Section 1111(d)(1) and (2). This collaborative approach is essential for ensuring that the needs and perspectives of families are integrated into planning processes, ultimately enhancing student outcomes across the district.

1. **Parent Advisory Groups:** The District will collaborate with schools to create parent advisory groups, which will consist of diverse parents and family members from various schools. These groups will meet regularly to provide feedback and recommendations on developing the Consolidated Plan and improvement plans for schools identified for CSI, TSI, and ATSI. By including parents in these discussions, the district will review the plans to ensure they reflect the community's needs and priorities.
2. **Parent Advisory Council Meeting:** The District will host public meetings and forums to engage parents and family members in meaningful dialogue regarding the goals, strategies, and expected outcomes of the Consolidated Plan and support improvement plans. These meetings will allow parents to voice their concerns, share their insights, and contribute to decision-making.
3. **Surveys and Feedback Mechanisms:** To gather additional input from parents, the District will work with the school to distribute surveys designed to solicit feedback on proposed strategies and initiatives within the Consolidated Plan and improvement plans. This will enable a broader range of perspectives and ensure that the plans are responsive to the needs of all families.
4. **Collaboration with School Improvement Committees:** Each school identified for CSI, TSI, and ATSI will include parents on its School Improvement Committees. These committees will work collaboratively to analyze data, identify areas for improvement, and develop targeted strategies. Parents' involvement on these committees will ensure that families' voices are directly integrated into the planning and implementation processes.
5. **Communication and Updates:** The District will assist the school in communicating transparently with parents and family members throughout the planning and implementation phases. Regular updates will be provided via newsletters, school websites, and social media channels, ensuring that families remain informed about progress and developments related to the Consolidated Plan and support improvement initiatives.

By actively involving parents and family members in developing the LEA Consolidated Plan and supporting improvement plans, the District aims to create a collaborative framework that leverages families' strengths and insights. This partnership will enhance the plans' effectiveness and foster a community-oriented approach to improving educational outcomes for all students.

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

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schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

The Dothan City Schools (DCS) is committed to enhancing the capacity of both schools and parents to promote active parental involvement, thereby fostering a partnership aimed at improving student academic achievement. This will be accomplished through a variety of strategic activities:

- **Parent Meetings:** Each school will host regular meetings during both daytime and evening hours to discuss critical topics such as homework strategies, study skills, understanding student assessments, academic content standards, and effective collaboration with educators. Documentation, including workshop materials, agendas, and sign-in sheets, will be systematically maintained at each school to track participation and engagement.
- **Teacher Training:** Schools will provide training for teachers on the significance of building strong parent-teacher relationships. This training will emphasize collaborative strategies to engage parents effectively.
- **Accessible Communication:** Information will be sent home to parents in languages they can understand, facilitated through the TransAct Program, ensuring all families can engage with school communications meaningfully.
- **Newsletters and Progress Reports:** Schools will distribute newsletters containing homework tips and interim progress or deficiency reports to keep parents informed about their child's academic status, enabling them to provide targeted support at home.
- **District Support and Participation:** District representatives will visit each school throughout the year to actively participate in and assist with parent meetings and activities. They will also maintain ongoing communication regarding the Parental Involvement Plan and its implementation to ensure alignment with best practices.
- **Planning and Budgeting Assistance:** The district will support schools in planning and budgeting their Parental Involvement allocations, helping to ensure that resources are effectively utilized to foster engagement and improve educational outcomes.

Through these comprehensive efforts, Dothan City Schools will build a strong framework for parental involvement that enhances student success and strengthens the school community.

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.

Dothan City Schools (DCS) is dedicated to effectively coordinating and integrating parent and family engagement strategies in alignment with relevant Federal, State, and local laws and programs. To ensure a cohesive approach, the District will implement the following structured actions:

1. **School Visits and Support:** District representatives will visit each school throughout the academic year. These visits will provide opportunities for active participation in parent meetings and engagement activities, thereby fostering a collaborative environment between the LEA and school personnel.
2. **Communication of Engagement Plans:** The District will maintain open lines of communication with all schools regarding the Parent and Family Engagement Plan. This ongoing dialogue will ensure that schools are well-informed about the plan's objectives, strategies, and implementation processes, facilitating a unified approach to family engagement.
3. **Assistance in Planning and Budgeting:** The District will guide schools on planning and budgeting their Parent and Family Engagement allocations. This support will assist schools in effectively utilizing their resources to enhance engagement initiatives under federal and state regulations.

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4. Annual Title I Advisory Meeting: The District will convene an Annual Title I Advisory meeting, which will serve as a platform for stakeholders to discuss and evaluate the effectiveness of current engagement strategies. This meeting will promote transparency and collaborative decision-making among parents, educators, and community members.
5. Parent Advisory Council Meetings: To strengthen parent involvement further, the district will biannually organize parent advisory council meetings. These meetings will give parents a voice in the decision-making processes and allow them to share insights and feedback on implementing engagement strategies.

By executing these initiatives, the District aims to create a comprehensive framework for parent and family engagement consistent with federal, state, and local policies. This integrated approach will enhance communication and collaboration between families and schools and contribute to improved student outcomes and community support for educational initiatives.

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 this 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 race or ethnic minority background).

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

Each spring, the LEA will implement a comprehensive Title I Survey, allowing all parents to provide input regarding the activities, training, and opportunities available for parents and students. The Principal and the Parent Involvement Specialist will oversee the distribution and collection of these surveys. Following this, the Parent Involvement Specialist will compile the survey results and share the findings with the school leadership team to inform the School-wide Annual Continuous Improvement Plan (ACIP) development. Each year, all Title I schools will evaluate the effectiveness of their School-wide Continuous Improvement Plans and Parent and Family Engagement Plans, focusing on strategies for enhancement. The district-level Parent Advisory Council will receive the survey results for review, enabling them to offer comments and suggestions. Special emphasis will be placed on identifying and addressing barriers that hinder greater parental participation in engagement activities. To facilitate communication, all Title I schools will utilize programs such as TransACT, ensuring timely information is provided to parents in a language they can comprehend.

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

To support parents and family members in assisting their children's learning, each school will organize meetings in the evenings and during the day. These meetings will cover a range of topics relevant to student achievement, including homework assistance, study skills, understanding student assessments, academic content standards, effective collaboration with educators, and the requirements of Title I, Part A. Comprehensive documentation of these workshops—including materials, agendas, and sign-in sheets—will be maintained at each school to ensure accountability and track participation.

- 3) strategies to support successful school and family interactions**

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To promote effective interactions between schools and families, the following strategies will be implemented: - Each school will provide professional development for teachers on the significance of cultivating strong parent-teacher relationships, thereby enhancing communication and collaboration.

- Schools will send home information tailored to parents in a language they can understand, utilizing the TransAct Program to facilitate accessibility and engagement.
- To support student learning at home, Regular newsletters containing homework tips and educational resources will be distributed to all parents.
- Schools will issue interim progress reports and deficiency notifications to parents, ensuring they are informed about their child's academic performance and can engage proactively in their education.

Through these initiatives, the LEA aims to foster an inclusive and supportive environment that encourages active parent and family involvement, ultimately improving educational outcomes for all students.

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.

Dothan City Schools (DCS) recognizes that parental and family engagement is a fundamental component of student success within DCS. In alignment with federal statutes and best practices, the district will conduct an annual evaluation of the Parent and Family Engagement Policy, ensuring meaningful involvement from parents and family members in this process. This evaluation aims to assess the effectiveness of the policy in enhancing the academic quality of all Title I, Part A schools while also identifying the specific needs of parents and family members to support their children's learning and engage effectively with school personnel and teachers. To facilitate this evaluation, DCS has established a subcommittee called the Parent Advisory Panel, comprising randomly selected parents from across the district. This panel will convene biannually during the Fall and Spring semesters to assess parental engagement needs, set annual goals for the LEA, and propose implementation activities. Following these meetings, the LEA will mail the outcomes to the parent representatives, providing them with a copy of the Parent Engagement Plan for their review and feedback. DCS will implement the following strategic activities to involve parents in the school review and improvement process actively:

- Each school will include parents on their School Improvement (ACIP) Committee, where Parent and Family Engagement Plans will be developed aside from the ACIP.
- Each school will send parent surveys out at the end of the school year seeking their evaluation of the Parental Involvement Program. Parent representatives and the school advisory council determine needed changes and review the results of the surveys.
- Each school will train parents on
 - student assessments,
 - curriculum,
 - how to help their child achieve academic success,
 - the purpose and goal of Title I programs and funds,
 - parental rights,
 - how to schedule parent conferences and the importance of the parent/teacher relationship.
- Each school will provide parents with a copy of the school's Parent and Family Engagement Plan and give each parent a copy of the school's student/parent handbook.

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

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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 and family interactions.

Dothan City Schools (DCS) is committed to the annual evaluation of the Parent and Family Engagement Policy in collaboration with parents and family members. This evaluation aims to assess the content and effectiveness of the policy in enhancing the academic quality of all schools served under Title I, Part A. By involving parents meaningfully in this process, the district seeks to identify strategies that promote successful family interactions and strengthen the partnership between schools and families.

- The district will have a Title I Advisory Committee that includes parents, family members, educators, and administrators. This committee will be responsible for conducting the annual evaluation and ensuring that multiple perspectives are considered when assessing the effectiveness of the Parent and Family Engagement Policy.
- Annual Surveys will be issued at the school level, and the district will gather data on the policy's effectiveness. These surveys will seek feedback on their experiences with the engagement initiatives, communication practices, and overall satisfaction with the school's involvement opportunities. The results will be analyzed to identify strengths and areas for improvement.
- A District Leadership Team will analyze academic performance data from Title I schools to determine the correlation between parent and family engagement activities and student achievement outcomes. This data-driven approach will help identify effective practices and areas where additional support may be needed.
- The district will maintain open lines of communication with all schools regarding the Parent and Family Engagement Plan. This ongoing dialogue will ensure that schools are well-informed about the plan's objectives, strategies, and implementation processes, facilitating a unified approach to family engagement.
- Based on the evaluation outcomes, the District will revise and enhance the Parent and Family Engagement Policy as necessary. This may include developing new strategies to facilitate successful family interactions, providing additional resources for parents, and implementing targeted training for staff to better support family engagement.

By actively involving parents and family members in the annual evaluation of the Parent and Family Engagement Policy, DCS aims to create a responsive and effective framework that not only meets the needs of families but also contributes to improved academic outcomes for all students in Title I, Part A schools. This collaborative approach underscores the District's commitment to fostering strong partnerships between families and schools to pursue educational excellence.

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.

Dothan City Schools (DCS) is committed to utilizing the findings from the annual evaluation of the Parental Involvement Plan, as outlined in Section 1116(2)(D), to develop evidence-based strategies that enhance parental involvement and, when necessary, to revise the existing parent and family engagement policies. This process will be undertaken collaboratively with meaningful input from parents to ensure that the strategies align with their needs and perspectives. To achieve this, Dothan City Schools will implement the following actions:

- **Annual Parent Surveys:** Each school will administer yearly surveys at the end of the academic year, designed to gather comprehensive feedback from parents regarding the effectiveness of the Parental Involvement Plan. The Parental Involvement Specialist will oversee the distribution, collection, and compilation of these surveys, ensuring that the data reflects all parents' diverse experiences and insights.
- **Data-Driven Improvement:** Each school will systematically analyze the compiled survey data to identify strengths and areas for improvement within the Parental and Family

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Engagement Plan. This analysis will be a foundation for designing targeted, evidence-based strategies to enhance parental involvement in school activities and student learning.

- Review by School Improvement Committees: The survey results will be presented to each school's improvement committee, which includes parents, educators, and administrators. This collaborative review will facilitate a thorough discussion of the findings, allowing the committee to develop actionable recommendations for revising the Parent and Family Engagement Plan as needed.
- Implementation of Revised Strategies: Based on the feedback and recommendations from the school improvement committees, DCS will implement revised strategies and policies to foster more effective parental involvement. These strategies will be grounded in research and best practices, ensuring that they are responsive to parent feedback and aligned with federal guidelines and educational objectives.

By engaging parents in the evaluation process and using the findings to inform policy and practice, Dothan City Schools aims to create a dynamic and responsive framework for parental involvement that ultimately contributes to improved educational outcomes for all students in Title I, Part A schools.

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 purpose of developing, revising, and reviewing the parent and family engagement policy.

Dothan City Schools (DCS) is committed to fostering meaningful parental involvement in the activities of all Title I schools. To achieve this, a structured approach will be implemented to establish a Parent Advisory Board composed of a diverse and representative group of parents and family members. This board will be critical in developing, revising, and reviewing the Parent and Family Engagement Policy to ensure it meets the community's needs. To facilitate effective engagement, the following actions will be undertaken:

- Annual Meetings: DCS will organize yearly meetings with each Title I school at the beginning of the academic year. These meetings will serve as a platform to discuss vital topics, including:
 - Title I participation, available services, and an overview of parents' rights under federal regulations. - A comprehensive explanation of the school's curriculum and alignment with state content standards.
 - An overview of the State Student Assessment Program, including assessment goals and expectations.
 - A presentation of the School-wide Continuous Improvement Plan, highlighting strategies for enhancing student achievement. - An introduction to the School Parental and Family Engagement Plan, detailing the initiatives promoting parental involvement.
 - Information on the role of the Parent Involvement Specialist and the various resources they can provide to support families.
 - A discussion of the Parent Survey, soliciting input on engagement initiatives.
 - Opportunities for Parent Education Activities empower parents to support their children's education.
 - A forum for addressing other timely subjects relevant to parent engagement and student success.
- Accessibility and Flexibility: To accommodate the varied schedules of parents and guardians, these annual meetings will be scheduled during the school day and evening hours. This flexibility is intended to maximize participation and ensure that all parents can engage in discussions that affect their children's education.

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- Parent Advisory Council: In conjunction with the annual meetings, DCS will establish a Parent Advisory Council that includes a sufficient number of parents and family members who are representatives of the community served. This board will meet regularly to provide ongoing feedback and recommendations regarding the Parent and Family Engagement Policy, ensuring that it is responsive to the needs and concerns of the families served by the DCS.

Through these initiatives, DCS aims to cultivate an inclusive environment that actively involves parents in the educational process. This will enhance the overall effectiveness of Title I programs and contribute to improved student outcomes. This commitment to parental engagement is aligned with federal guidelines and reflects best practices in educational policy and community involvement

Sec. 1116€

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 schools involved, the parents, and the community to improve student academic achievement; the LEA 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.

To build capacity for parent and family engagement, Dothan City Schools (DCS) is dedicated to fostering effective parent involvement and establishing a collaborative partnership among schools, parents, and the community to enhance student academic achievement. To achieve this goal, the LEA will implement comprehensive strategies to assist parents of children served by the school or local educational agency in understanding critical educational topics.

- Communication of State Test Results: Upon the arrival of state test results, educators will systematically review them once they return in August. This collaborative review process allows administrators and teachers to analyze the implications of the results on student performance. Following this analysis, the school will communicate the results to parents and students in a clear and accessible manner.
- Distribution of State Report Cards: State report cards be published publicly by the Alabama State Department of Education. Dothan City School will issue a press release and send notification to parents to review the State Report for each school as well as for the District. These report cards serve as a vital tool for parents to understand their child's academic standing and the school's performance in relation to state standards.
- Ongoing Parent Communication: The district is commits to maintaining continuous communication with parents regarding their child's academic progress. This will be accomplished through various methods, including:
 - Regular progress reports and report cards, providing timely updates on student performance.
 - Structured parent conferences that facilitate direct dialogue between parents and educators about student achievement and strategies for improvement.
 - Open House and Parent-Teacher Organization (PTO) meetings, which engage parents in discussions about educational programs and initiatives.
 - Access to the PowerSchool Parent Portal, allowing parents to monitor their child's academic progress in real time.
- Access to State Assessment Information: All stakeholders within DCS can access comprehensive testing results via the Alabama State Department of Education website. This resource empowers parents to stay informed about state assessments and benchmarks, further enhancing their ability to support their child's educational journey.

By implementing these strategies, the DCS aims to equip parents with the knowledge and resources necessary to understand challenging state academic standards, local academic assessments, and the

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requirements outlined in federal guidelines. This proactive approach will enable parents to effectively monitor their child's progress and collaborate with educators to improve their child's academic achievement, ultimately contributing to a supportive and engaged educational community.

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.

To enhance parent engagement in their children's academic success, we will offer a range of materials and training designed to assist parents in supporting their children's learning. This will encompass literacy training and technology education, including awareness of the dangers associated with copyright piracy.

- Communication of Assessment Results: We will send home letters that clarify student assessment results and provide guidance on how to interpret score reports, enabling parents to better understand their children's academic performance.
- Resource Links for Parents: The Dothan City Schools website will feature dedicated links for parental involvement, directing families to valuable educational resources that can aid in their children's learning.
- Handbook Acknowledgment: It will be mandatory for both parents and students to sign the handbook, which includes the acceptable use policy, ensuring that families are informed about appropriate technology use and resources.
- Parent Training Sessions: We will organize scheduled training opportunities at all Title I Schools. These sessions will cover various topics, including literacy strategies and effective technology usage at home, equipping parents with the tools they need to actively support their children's education.

Through these initiatives, we aim to foster a strong partnership between parents and the school, ultimately enhancing student achievement.

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.

Dothan City Schools (DCS), in collaboration with its schools and parent community, will provide comprehensive education to teachers, specialized instructional support personnel, principals, and other staff regarding the importance and benefits of parental contributions. This initiative aims to foster effective outreach, communication, and collaboration with parents as equal partners in the educational process. To achieve this, we will implement the following strategies:

- In-Service Training: We will conduct in-service training sessions for educators, utilizing professional development resources to enhance their understanding of how to engage with parents effectively. These sessions will focus on best practices for communication, collaboration, and the incorporation of parental input into school programs.
- Outreach to Hard-to-Reach Parents: We will extend our efforts to connect with hard-to-reach parents by establishing communication channels in alternative community locations, such as ballparks and churches. This proactive approach will help us engage families who may not traditionally participate in school activities, ensuring that all voices are heard and valued. Through these efforts, Dothan City Schools aims to strengthen the partnership between educators and parents, ultimately enhancing the educational experience for students and fostering a collaborative school community.

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.

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To the extent feasible and appropriate, Dothan City Schools will coordinate and integrate parent involvement programs and activities with various Federal, State, and local initiatives, including public preschool programs. The following strategies will be implemented to encourage and support parents in actively participating in their children's education:

- **Online Resource Accessibility:** We will establish and maintain a dedicated section on the Dothan City Schools website (www.dothan.k12.al.us) that provides links to parent involvement resources. This platform will serve as a valuable tool for parents seeking information and support regarding their engagement in the educational process.
- **Collaborative Training Opportunities:** Dothan City Schools will collaborate with community organizations, including SpectraCare, Boys and Girls Club, Head Start, and local preschools, to develop and provide training opportunities aimed at enhancing parental involvement. These partnerships will facilitate the sharing of resources and expertise, thereby strengthening the overall parent involvement program.
- **Funding for Communication and Resources:** We will allocate funding specifically for parent communication initiatives and resources in all Title I schools. This investment will ensure that parents have access to the necessary tools and information to effectively support their children's educational journey.

Through these efforts, Dothan City Schools aims to create a supportive environment that encourages parental participation and integrates various community resources, ultimately enhancing educational outcomes for students.

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.

To ensure that information regarding school and parent programs, meetings, and other activities is effectively communicated to the parents of participating children, Dothan City Schools will implement the following measures: All Title I schools will utilize platforms such as TransACT to facilitate timely communication with parents. This program will enable us to provide information in various languages, ensuring that all parents receive important updates and resources in a format they can easily understand. By prioritizing clear and accessible communication, we aim to enhance parental engagement and support within our school community.

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.

Dothan City Schools (DCS) is committed to ensuring that it provides reasonable support for parental involvement activities as requested by parents. This support will be implemented through several key strategies:

- **Establishing Parent Advisory Councils:** District-level and school-level Parent Advisory Councils will be formed to give parents a voice in all matters related to parental involvement in Title I, Part A programs. These councils will serve as a valuable resource for feedback and suggestions.
- **Utilizing Title I Survey Results:** The district will actively use feedback from the Title I Survey to identify areas for enhancement and implement improvements in parental involvement activities, ensuring that they meet the needs and preferences of families.
- **Flexible Meeting Times and Childcare Options:** To accommodate diverse schedules, the agency will vary the times of parent meetings. Additionally, childcare services will be provided upon request, ensuring that all parents can participate in these important gatherings without barriers.

These initiatives demonstrate the agency's dedication to fostering meaningful parental involvement and creating an inclusive environment that supports all families.

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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 the such activity.

To involve parents in the development of training for teachers, principals, and other educators aimed at enhancing the effectiveness of such activities, Dothan City Schools will implement the following strategies:

- Gathering Parental Input: We will actively seek feedback from parents on effective strategies to make them feel welcomed and valued within the school environment. This input will be instrumental in shaping training content that resonates with the needs and perspectives of families.
- Parent-Led Discussions: We will invite parents to lead discussions at Parent-Teacher Organization (PTO) meetings focused on general parental concerns. These discussions will provide valuable insights into the challenge's parents face and help identify areas for improvement in teacher training.

By incorporating parental perspectives in these ways, Dothan City Schools aims to create a collaborative approach to professional development that ultimately enhances the educational experience for students and strengthens the school community.

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 activity.

The Dothan City Schools System (DCS), in collaboration with its schools, will utilize these funds to provide materials and training that empower parents to support their children's academic achievement. This will include literacy training and technology resources aimed at fostering parental involvement through various methods, such as:

- Home/School Compact: Establishing agreements that outline the roles and responsibilities of parents, teachers, and students in supporting literacy development.
- Communications: Distributing communication by multiple means of media such as newsletter, press releases, blackboard, email, etc. that include tips, resources, and information on literacy activities that parents can engage in with their children.
- Parent-Teacher Conferences: Hosting meetings that focus on individual student progress and strategies for enhancing literacy skills at home.
- Orientation Meetings: Conducting sessions to inform parents about available resources and training opportunities related to literacy and technology.
- Parent Visitation Activities: Organizing events that encourage parents to participate in school activities, showcasing effective literacy practices and promoting engagement.

Through these initiatives, Dothan City Schools aims to enhance parental involvement and equip families with the tools necessary for improving student literacy outcomes.

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.

Dothan City Schools (DCS) will allocate one percent of Title I funds specifically for parental involvement activities. These funds can be utilized to cover reasonable and necessary expenses, such as transportation and childcare costs, to facilitate parents' participation in school-related meetings and training sessions. Parents are encouraged to request assistance for these expenses, ensuring that they can fully engage in their children's education.

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

Dothan City Schools (DCS) will organize training sessions aimed at empowering parents to enhance engagement with other parents. The Student Support Services office will host meetings featuring a

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parent involvement specialist, providing parents with essential information to foster positive relationships between families and schools. To promote meaningful dialogue, three summer meetings will focus on encouraging important conversations among parents, as well as between parents and their children. Throughout the school year, additional parent meetings will cover topics such as understanding the code of conduct, attendance workshops, and effective strategies for addressing school-related concerns. Our goal is to hold one meeting every nine weeks, ensuring ongoing support and collaboration among parents.

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 cannot attend such conferences at school, in order to maximize parental involvement and participation.

Some schools employ a designated parental involvement specialist to facilitate in-home conferences for parents who are unable to attend school meetings. This approach ensures that parents can engage directly with teachers and educators who work with their children. Additionally, schools will prioritize flexibility in scheduling by offering meetings at various times to accommodate parents' busy work schedules. If necessary, transportation will also be provided to assist parents in attending important school events, further promoting parental involvement and participation.

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

Dothan City Schools (DCS) will adopt and implement effective model approaches to enhance parental involvement by providing transition guides and orientation opportunities specifically designed for families of kindergarten, sixth, and ninth-grade students. These initiatives allow parents to familiarize themselves with the school environment, meet teachers, administrators, and fellow students, and better understand their child's educational journey. Furthermore, parents and community members are actively encouraged to participate in the Parent-Teacher Organization (PTO), fostering a collaborative school community. Throughout the school year, parent luncheons will also be organized to promote engagement, provide valuable information, and strengthen the connection between families and the school.

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

Dothan City Schools (DCS) will establish a district-wide Parent Advisory Council through the Office of Student Support Services. This council will consist of parents representing each school within the district, with members selected by school principals. The council will convene once every nine weeks to discuss the needs and concerns of parents, provide feedback, and offer recommendations for enhancing parental involvement in programs supported by the agency. This collaborative effort aims to strengthen the relationship between schools and families, ensuring that parental perspectives are integrated into decision-making processes.

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

Dothan City Schools (DCS) will actively develop appropriate roles for community-based organizations and businesses to enhance parent involvement activities within the Dothan City School System. Key partnerships will be established with organizations such as Bright Key, Dothan Exchange Center, Dothan Education Foundation, Wiregrass Foundation, Alfred Saliba Family Services, and Wiregrass United Way, as well as local businesses like Walmart and Publix. These partnerships will contribute to parent involvement activities by:

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- Providing funding for essential resources, including food, school supplies, and teacher materials.
- Offering counseling services to support students and families in need.
- Delivering informational sessions and counseling on critical topics such as drug and alcohol abuse.
- Facilitating personal and social lessons addressing issues like drugs, stress, bullying, cyberbullying, and suicide prevention.

By engaging these organizations and businesses, the agency aims to create a supportive network that fosters greater parental involvement and strengthens the overall school community.

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.

Dothan City Schools (DCS) will provide multiple opportunities for informed participation of parents and family members, including those with limited English proficiency, disabilities, and those of migratory children. Throughout the school year, parent meetings will be held to share important information regarding their child's education, offer materials for skill practice, and provide valuable tips for support at home. To ensure effective communication, a variety of media will be utilized, including telephone calls, emails, parent-teacher conferences, and SchoolCast notifications. For non-English speaking parents, translators will be available through services such as TransACT or in-person assistance, ensuring that all communications, including school reports required under section 1111, are provided in a format and language that parents can understand. This comprehensive approach aims to foster inclusive and informed participation from all families in the educational process.

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

Dothan City Board of Education



PLAN APPROVED BY:

August 19, 2025

DATE OF APPROVAL:

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 that the parents may request. The agency will provide the parents, on request (and promptly), 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 another provisional status through which State qualification or 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 parent of a child who is a student in such school, concerning 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 four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

LEA CONSOLIDATED PLAN ASSURANCES

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

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(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 chosen to receive benefits under this part

(2) provide services to eligible children attending private elementary schools and secondary schools by 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 levels, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, 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 established an employee to serve as a point of contact for the local educational agency

(B) not later than one 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 a vehicle 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 for maintaining 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))