

HOUSTON COUNTY SCHOOLS CONSOLIDATED PLAN

SUPERINTENDENT

DAVID SEWELL

FEDERAL PROGRAMS COORDINATOR

DERRICK MORRIS

Approved by: Superintendent

Date

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

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

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

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

The Houston County System teachers teach the standards as required by the ALSDE. Local pacing guides are also used by teachers to ensure that the standards are taught in a timely manner. These guides are put together by a committee of teachers and curriculum supervisors to ensure that all of the schools in the county are moving through the curriculum at a consistent pace. Test data is utilized throughout the year to determine the effectiveness of the pacing guides.

Grades K-12 teachers will monitor student progress by utilizing data from the mandated state assessments which will help determine the success of students in meeting the state's student performance standards. These assessments will also be used to provide information to parents and students; assist in diagnosing, teaching, and utilizing appropriate learning strategies; evaluate program effectiveness; determine and provide professional development; and revise program components if necessary. Specific assessment data used for monitoring may include, but is not limited to, the following:

K-1

- Dynamic Indicators of Basic Literacy Skills (DIBELS Next)
- Classworks
- McGraw-Hill Wonders Reading

Grade 2

- DIBELS Next
- McGraw-Hill Wonders Reading
- Classworks
- ACAP Assessment

Grade 3

- DIBELS Next
- McGraw-Hill Wonders Reading
- Classworks
- ACAP Assessment

Grade 4

- McGraw-Hill Wonders Reading
- Classworks
- ACAP Assessment
- National Assessment of Education Progress (if selected)

Grades 5 & 6

- McGraw-Hill Wonders Reading
- ACAP Assessment
- Classworks

Grade 7

- ACAP Assessment
- Classworks

Grade 8

- ACAP Assessment
- Classworks
- National Assessment of Educational Progress (if selected)
- Kuder Program

Grade 9

- CTE Credentials
- Classworks

Grades 10

- Pre ACT
- Classworks
- CTE Credentials

Grade 11

- Kuder Program
- Classworks
- ACT Plus Writing
- CTE Credentials

Grade 12

- Kuder Program
- ACT Work Keys
- Classworks
- CTE Credentials
- National Assessment of Educational Progress (if selected)

K-12

- Other locally developed assessments
- Home Language Survey is used as an indicator of student screening
- W-APT screener
- ACCESS for ELs
- AAA (Special Education)
- Finish Line ACCES practice test

Results of state assessments will be distributed and discussed at faculty meetings. Designated personnel will be responsible for placing results in student cumulative folders, notifying parents that results have been received, and conferencing with parents. Assessment results will be examined by each grade level, subject area, and sub-group. The test results will be analyzed to determine both group and individual progress. Teachers and principals will continuously evaluate students' progress throughout the school year through data meetings.

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

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

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

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

To identify students who may be at risk for academic failure, universal screeners through Classworks are used in grades K-12. In addition, DIBELS Next assessments are used to identify students who are at risk for reading problems in grades K-3. Moreover, state assessment data is reviewed before the beginning of each school year to further identify students in need. The In Focus reports in INOW also show students who have risk factors such as low attendance, poor grades, and excessive discipline referrals. These reports are used in our PST meetings to develop plans for struggling students.

Although each school's CIP was written to meet SDE requirements, each varies in composition and strategies to meet the individual needs of each school and the students. Houston County School's CIP plans are reviewed and monitored throughout the school year by each individual school's (Ashford Elementary, Ashford High School, Cottonwood High School, Houston County High School, Rehobeth Elementary, Rehobeth High School, Rehobeth Middle School, Webb Elementary, and Wicksburg High School) CIP Committee. Other progress monitoring tools include the following:

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

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

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

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

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

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

In addition, all Houston County Middle and High Schools will implement the Reach Student Advisory Initiative, which is a NEW Alabama College and Career Readiness program. The purpose of REACH is to advance student learning, academic success, and personal development in a proactive, developmental manner by establishing a personal relationship with at least one adult who serves as an advocate for students. Each school will devise its own plan for accomplishing this task.

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

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The Houston County School System desires and encourages higher expectations of both teachers and students. Specific instructional programs and strategies are located in each school's CIP. These may include:

- Classworks
- Accelerated Math/Accelerated Reader
- Alabama Reading Initiative (ARI)
- AMSTI
- Go Math
- Math Facts in a Flash
- Reading Wonders
- Odyssey

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

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

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

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

Houston County Schools diligently strives to employ only teachers who are certified in the content area to which they will be assigned. In addition, during the school year, our system reviews and certifies the tri-annual LEAPS report to ensure that all teachers are highly-qualified, teaching in-field, and certified by the state of Alabama. If a teacher is not properly certified to teach the assigned subject(s) and grade(s), an individual teacher's plan must be on file for achieving highly qualified status.

6. Sec. 1112(b)(3)

Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2) Targeted Support Schools.

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

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

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

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

The Consolidated Plan is posted on the Houston County School System's website and copies of the plan will be located in the Federal Programs Coordinator's office, principal's office and the media center in each school. Notification will be provided in several ways (school website, system website, school brochures, etc.) that this plan will be available for review. If a parent disagrees with any aspect or component of the Houston County Consolidated Plan, that parent can contact the Federal Programs Coordinator for the school system at the Central Office. Their written concerns, if not resolved at the local level, will then be forwarded to the State Department of Education (SDE) Federal Programs Coordinator.

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

The involvement of the community and staff at each school in planning and implementing improvement initiatives is critical to the success of all programs, and each school has the professional capacity to make decisions which affect the quality of education at each local school.

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

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged
- Title I, Part D: Neglected and Delinquent
- Title II: Preparing, Training, and Recruiting High-Quality Teachers and Principals
- Title III: English Language Learners (ELL)
- Title VI: Rural Education Achievement Program

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

7. Sec. 1112(b)(4)

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

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

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The nature of the programs conducted by Houston County Schools include the following:

- Tutorial aides for the general classroom and in pull-out settings
- Classworks
- Odyssey- remediation tools for middle grades
- ACCESS distance learning for summer school and credit recovery
- Kuder Career Planning System for 8-12
- Reach Mentoring Program

Presently, there are neglected and delinquent students receiving services in the Houston County School System. Admission procedures are in place. When we have students who are eligible to receive services, they are selected to receive services on the same basis as other children who receive services under Title I. Houston County Schools offers contracted tutorial services to local neglected or delinquent institutions such as the Chrysalis Home for Girls and the Alabama Baptist Home & Family Ministries. Certified teachers go into the various group homes to provide additional educational assistance to help students meet the states' challenging academic achievement standards.

9. Sec. 1112(b)(6)

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

Homeless children and youth will be provided the opportunity to receive a free and appropriate public education regardless of their residency status. Houston County Schools will ensure that these students are afforded equal access to academic and other services that will allow them to meet the same challenging state achievement standards as non-homeless students.

Presently, there is a small number of homeless students in the Houston County School System. Students who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.

Admission procedures are in place for students identified as homeless. The district will use a Residency Questionnaire to facilitate identity of homeless children and youth and preschoolers, which is completed at the time of registration. If determined homeless by administration, procedural guidelines are in place to ensure that homeless students are not denied enrollment due to the lack of registration documentation at the time of enrollment. Homeless children and youth, including preschool age children, will be enrolled immediately pending obtainment of the necessary documents. The school counselor will assist parents, guardians, or unaccompanied youth in obtaining the proper documentation.

The application process for free and reduced priced meals can be expedited for homeless children and youth. The determination for free meals may be made without completing the full application process.

Houston County Schools makes every effort to provide homeless children and youth with a stable school environment by enrolling students in the *school of origin* and providing them with transportation to and from the school of origin. Provisions are made for parents/guardians, or unaccompanied youth to request or decline enrollment in the *school of origin*.

The program provides for a homeless liaison that will ensure program implementation and coordinate efforts to ensure that homeless children and youth, including preschool age children, are provided the opportunity for academic success.

10. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

As a coordinated effort to consolidate federal programs, attempts will be made to align the various programs and supplement the state's education improvement efforts. By consolidating these federal programs, we expect to achieve improved services to students as well as provide a larger sum for staff development. Program goals include:

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

As a way to assist in the transition from preschool to Kindergarten, students and parents will be invited to an initial orientation in the spring. Parents will be provided a packet of information about Kindergarten and the registration materials will be distributed. Students and parents will be given a tour of the school to acclimate them to the facilities. All students from area pre-schools and Head Start programs (located at four schools, i.e., Ashford Elementary, Webb Elementary, Cottonwood Elementary, and Rehobeth Elementary) will be invited to visit the school for an on-site orientation during the school year to help with the transition process.

Twenty five percent of the support of the Head Start program is derived from Title I funds, while approximately seventy five percent of the support is derived from Head Start. Salaries, substitutes, materials, transportation, local travel, etc., are provided with Title I funds. The Houston County School System has an agreement with Dothan City Schools concerning the Head Start Program. This agreement provides for the establishment of a Head Start Program.

Salaries/Fringe Benefits:

- a. Twenty-five percent of the Head Start teacher and teaching assistant at Ashford Elementary.
- b. Twenty-five percent of the Head Start teacher and teaching assistant at Cottonwood Elementary.
- c. Twenty-five percent of the Family Service Worker Coordinator and two Family Service Workers.

A Preschool worksheet is provided to all four Head Start Programs, (AES, RES, CHS, WES). The worksheet is to determine the amount of funds to allocate for a preschool unit/classroom when other fund source(s) and Title I funds are combined. A meeting is held with the Dothan City Head Start Director each year to determine funding.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

Currently there are no Targeted Assistance Schools in the Houston County School System.

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

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

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

- Eighth graders visit the computer lab to complete a web-based Kuder Career Interest Inventory and a four year plan.
- High school counselors meets with 8th grade students and parents during a parent night to discuss graduation requirements, four year plans, and course request options for the upcoming school year.
- The career academy counselor meets with 8th graders to discuss career pathways at the Houston County Career Academy.
- Eighth graders take a field trip to the high school for an orientation day.
- Eighth graders attend Wiregrass Works and participate in a career expo.

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

- Field trips to various local colleges
- Career expos and college fairs
- The Houston County career coach provides individual planning with students.
- College and military recruiters visit each high school to discuss future career plans with students.
- Co-op opportunities for juniors and seniors

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

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Middle grades to high school:

- Begin introduction of dual enrollment to eighth grade students during parent night and orientation

- Kuder Career Interest inventories and four year planning with the career coach and career academy counselor
- All ninth graders take a career preparedness course which helps them identify skills, work values, and interests
- Wiregrass Works career expo to help students identify career interests

High school to postsecondary education:

- Dual enrollment/early college opportunities for grades 10-12 in both career technical and academic areas
- Career Counseling using the Kuder system
- High school counselors provide career planning/counseling for all students

14. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

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

- The PST works to develop and implement strategies which are designed to reduce problematic behaviors in students.
- Each school has a disciplinary committee in place to handle students with chronic behavior problems and to assign consequences for misbehavior.
- Professional development is offered periodically to all teachers on behavior management.
- Review the annual Student Incident Report (SIR) report to analyze data broken down by subgroups so that steps can be taken to increase support and reduce discipline incidents for the identified subgroups.

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

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

Houston County Schools supports the integration of academic and career technical education. High school students have access to various career technical programs, dual enrollment opportunities with local community colleges, and the Houston County Career Academy, which provides both dual enrollment academic and career technical classes and non-dual enrollment career technical classes.

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

Houston County Schools offers dual enrollment opportunities with Wallace Community College. Programs include Welding, Emergency Medical Technician (EMT), Medical Assisting, and academics courses including Math, History, English, Computer, etc. Our system also has a dual enrollment partnership with Enterprise/Ozark which

provides an Aviation program for our students. Classes may be taken on the college campus or at the Houston County Career Academy.

The Houston County Career Academy provides students an opportunity to explore career options and earn advanced diplomas, industry certifications, and college credit. High demand programs of study are offered such as Health Science, Industrial Systems, Education and Training, Pre-Engineering, Automotive Services, Fire College, Sports & Entertainment, and Marketing Information Technology.

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

If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Houston County Schools offers work-based learning (WBL) for juniors and seniors. This provides students with work-based opportunities in which they also earn academic credit. The work-based learning can be a paid position or an unpaid internship. Students must meet State Department requirements and be placed in a position related to their career technical program path. Students in both paid and unpaid positions are awarded credit based on the number of work hours verified the WBL coordinator. Houston County Schools, through the career technical programs, also place students in short term job shadowing and apprenticeship positions. Students are awarded grades for these short term WBL opportunities in career tech related fields. Both the long term and short term WBL opportunities benefit both the student and the employer. Students gain knowledge of what the job requirements are and what the work environment is like and the employer has an opportunity to evaluate the student as a potential full time employee.

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

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

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

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

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

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

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Accelerated Reader and Atrium are maintained through Central Office funds. Books, eBooks and other resource materials are purchased by using local funds or central office enhancement. With the funding we receive from the state department we can purchase books, digital literacy and any type of resources that a media specialist feels can promote global learning. These purchases are determined by each media specialist based on each school's needs. Each school library is staffed by a state certified school librarian and has up-to-date resources that include technology and broadband access. Collaboration between content teachers and school librarians is supported to promote school reform and identify successful skills to produce global scholars.

19. Sec. 1112(b)(7)

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

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

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

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

The Houston County School District will hold system level meetings to secure parent input into the development of the system policy/plan. The meetings will be held at different times during the day/evening at the five Title I Schools: Ashford Elementary School, Cottonwood High School, Houston County High School, Rehobeth Elementary, and Webb Elementary School to encourage participation.

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

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

The Houston County School District will provide a system level Parental Involvement Policy/Plan to serve as a guide for system and school level activities. The district will also set aside no less than 1% of its Title I allocation to provide funding necessary to equip the schools with resources to provide quality Parent Resource Center materials. The system Federal Programs Coordinator will serve as the district level contact to coordinate district level activities and provide technical assistance as needed.

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.

The Houston County School District will, to the extent feasible, coordinate and integrate parent and family engagement strategies in Part A with parental involvement strategies under the following programs: SpectraCare (Wiregrass Mental Health), local Boys and Girls Club, and Head Start by:

- Title I Annual meeting
- Annual Parental Involvement Meeting
- Houston County Advisory Council meeting
- Parent/Teacher Conference
- Quarterly PTO Meetings

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 this part, including identifying—

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

- Parents at all Title I schools will be given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents the next school year. The distribution and collection of the surveys will be the responsibility of the school principal/designee at each Title I school.
- Results of the parent surveys will be reviewed by the school-wide CIP committee (including parent representatives) to determine needed changes. Each year, all Title I schools' School – wide Continuous Improvement Plans, including their parental involvement plans, are reviewed and evaluated for effectiveness by the school CIP committee. Strategies for improvement are developed and implemented.
- Particular attention is paid to identifying and removing any barriers to greater participation by parents in parental involvement activities. All Title I schools will utilize programs such as TransACT to provide timely communication with all parents in a language they can understand.

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

- Providing parent involvement links on the Houston County Schools website to useful sites. <http://www.hcboe.us> (Departments + Federal Programs + Documents + Parental Involvement Documents)

- Back and Forth Notebook and Folders- Teachers send home materials to keep and to review and return to school
- Distributing Home and School Connections parent resources at elementary schools
- Providing scheduled parent training opportunities at all Title I Schools

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

- Providing parent involvement links on the Houston County Schools website to useful sites. <http://www.hcboe.us> (Departments + Federal Programs + Documents + Parental Involvement Documents)
- Conducting in-service training for teachers utilizing professional development resources available through the Southeast Alabama Regional In-Service Center in Troy
- Utilizing resources from the Alabama Department of Education and the state PTA organization.
- Making contact with hard to reach parents at alternate sites such as ballparks, churches, etc.

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

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

The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Particular attention is paid to identifying and removing any barriers to greater participation by parents (especially those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) in parental involvement activities.

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

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

The Houston County School District will hold system level meetings to secure parent input into the development of the system policy/plan. The meetings will be held at different times during the day/evening at the five Title I Schools: Ashford Elementary School, Cottonwood High School, Houston County High School, Rehobeth Elementary, and Webb Elementary School to encourage participation.

The Houston County School District will ensure that annual meetings are held at all Title I schools at the beginning of each school year to discuss the following topics:

- Title I participation, services available, and parents' rights
- An explanation of the school's curriculum and the state's content standards
- The State Student Assessment Program
- The School-wide Continuous Improvement Plan
- The School Parental Involvement Plan
- The Parent Resource Center
- The Parent Survey
- Parent Education Activities
- Other timely subjects

These annual meetings will be held during the school day or in the evening to accommodate the various parents'/guardians' work schedules.

G. 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.

Houston County Schools will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

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

This will be accomplished by providing this information to parents at the Annual Parental Involvement Meeting held at the beginning of each school year as well as other meetings held throughout the school year at each Title I school. The meetings will be scheduled during the school day or in the evening to accommodate parent needs.

H. 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.

- Letters are sent home explaining student assessment results and how to interpret score reports.
- Providing parent involvement links on the Houston County Schools website to useful sites.
- Students and parents are required to sign the student handbook which contains the acceptable use policy.

- Distributing Home and School Connections parent resources at elementary schools.
- Providing scheduled parent training opportunities at all Title I Schools.

I. 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.

Houston County Schools, with the assistance of its schools and parents, will educate its teachers, pupil services personnel, principals and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Providing parent involvement links on the Houston County Schools website to useful sites. <http://www.hcboe.us> (Departments + Federal Programs + Documents + Parental Involvement Documents)
- Conducting in-service training for teachers utilizing professional development resources available through the Southeast Alabama Regional In-Service Center in Troy
- Making contact with hard to reach parents at alternate sites such as ballparks, churches, etc.

J. 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.

Houston County Schools will do the following:

- Provide parent involvement links on the Houston County Schools website to useful sites. <http://www.hcboe.us> (Departments + Federal Programs + Documents + Parental Involvement Documents)
- Collaborate with SpectraCare, Boys and Girls Club, Head Start, preschool, and other community organizations to provide training opportunities that will enhance the parental involvement program
- Provide funding for Parent Resource Centers in all Title I schools

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

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

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

- arrange parent meetings at different times during the day/evening in order to maximize parental involvement and participation in their children's education
- assist with childcare if requested
- establish a district wide parent advisory committee to provide advice on all matters related to parental involvement in Title I, Part A programs

M. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

- By asking parents what the best ways of communication are for them
- By asking parents how we can accommodate their work schedule for meetings and conferences
- By requesting parental input on most effective/appropriate discipline techniques for their child
- By seeking parental input on better ways to make parents feel welcome and comfortable in the school setting
- By asking parents to lead discussions at Parent Teacher Organization (PTO) meetings regarding topics of general parental concern

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

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

- Parent /School Compact
- Helping parents understand their child's test scores during parent meetings
- Home to School Connection Parent Involvement News Letter
- Helping your child with homework

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

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

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

- All Title 1 schools at their regularly scheduled parent meetings will teach parents that there are a variety of ways to be involved with their child’s education such as chaperoning field trips, assisting with field day activities, and assisting with other special events.
- School leaders will in turn ask parents to recruit other parents for participation in school events.
- School leaders will ask parents to share information concerning upcoming events with other parents through word of mouth, social media, and social events.

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

School leaders will be encouraged to accommodate parents who are unable to attend school so that they may be involved in their child’s education in the following ways:

- Promoting parent/teacher teleconferencing for parents who may not be able to leave work or get to the school during the regular day
- Promoting after school conferences for parents who need to arrive after their work day
- Promoting email communication with parents
- Promoting the use of a translator for teleconferencing and/or face-to-face conferencing
- Promoting in home conferences for students who are receiving homebound services

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

Houston County Schools will implement transition opportunities for students transitioning to school for the first time and for moving from one feeder school to another. Parents will have the opportunity to learn more about our school system by touring our campus and meeting teachers, administrators and other students. General information will be shared and a time for parents to ask questions will be included. There is an ‘open door policy’ for parents and community members to join us for PTO programs and classroom celebrations.

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

Houston County Schools may establish a system-wide parent advisory council by meeting with principals from each school and asking them to provide names of parents who may be interested in serving. In most cases, this will include parents who are already serving on the school-wide committees. Principals will be asked to contact those parents to secure their commitment to the district committee and meetings will be held as needed.

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

Houston County Schools will utilize community-based organizations such as local Boys and Girls Clubs, Town Halls, and SpectraCare as well as businesses such as Walmart and Sam's Club to assist our schools with parent involvement activities.

Appropriate roles that each of these may play include, but are not limited to, the following:

- Provide a funding source for food, school supplies, teacher supplies, money for schools
- Provide counseling services for students in need
- Provide personal and social lessons on topics such as drugs, stress, bullying, and cyber-bullying, alcohol abuse
- Provide after school student supervision programs for parents who work later in the afternoons

Sec. 1116(f)

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

Parent meetings are conducted throughout the school year or on an as needed basis providing parents with information concerning their child's education, materials to practice and support identified skills relative to their child's learning, and tips for parents, while cultivating a positive relationship between the home and school environment. Two-way communication involves a variety of media such as phone calls, emails, and person-to person conferencing, and TransACT when needed for translating English to a child's home language.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by ADVISORY BOARD MEETING MINUTES AND SIGN IN SHEETS. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 10.

Houston County School Board

_____9/09/2019_____

PLAN APPROVED BY (Person or Entity)

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 under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:

(i) Whether the student’s teacher—

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

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

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

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

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

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

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

LEA CONSOLIDATED PLAN ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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