

DEKALB COUNTY SCHOOLS
LEA Title I Consolidated Plan
2023-2024



DEKALB COUNTY
SCHOOLS

Mr. Wayne Lyles
Superintendent

Dr. Anna Hairston
Director of Federal Programs

LEA District staff leads principals, counselors, and teachers in data analysis at the school level. This data drives each schools' Continuous Improvement Plan and professional development offerings. The schools' MTSS/RtI plans address how students will be helped in areas of weakness and challenged in areas of strength.

Individual student reports are discussed with parents at the first parent/teacher conference and are sent home with students. Communication with parents concerning students' academic progress is an ongoing process. School wide performance indicators are correlated with the State's student performance standards as determined by the ALSDE, using student assessment information from assessments such as the following: Pre-ACT, ACT, WorkKeys, Alabama Alternate Assessment (AAA), ACAP, ACCESS for ELs, and iReady. Assessment results, report cards, and parent conferences are used to inform parents of the students' progress. A system-wide call-out system is available for principals to use to contact parents concerning other family & parent engagement opportunities like open house, parent training sessions, and PTO meetings. Schools continually assess student performance through the use of core reading tests and progress monitoring. In addition to the academic indicators described in this Plan. DeKalb County Schools will use the following student data indicators:

- Attendance rate among students and staff
- In-school and out-of-school suspensions
- Retention rate – one or more grades
- Behavior
- School Incident Report Data
- EDUCATE AL/LEAD Alabama
- Alabama's Accountability System
- Parent and Family Engagement Participation
- College Readiness Indicators
- Graduation Rate
- College and Career Readiness Indicators - CCRIs
- Stakeholder survey data

1. Students identified as at risk of not meeting the state's challenging student academic achievement standards will be given supplemental reading and math instruction through research proven strategies and methodologies. Local school MTSS Teams will make specific recommendations to meet individual student's needs. In most cases, classroom sets of iPads and/or Chromebooks, and, in some cases, computer labs, equipped with evidence-based programs, are available for student use. Classroom teachers, as well as resource personnel, provide explicit instruction in a small group setting. Parents of all children are encouraged to play an active role in their child's education. The goal of the school system is to provide accelerated enrichment and intervention for the at-risk student population.

2. DeKalb County Schools will monitor students' progress in meeting academic needs of identified at-risk students through the following appropriate intervention services in reading and math instruction:
 - iReady- IReady is the district priority for addressing reading and math needs for students scoring in the K-8th grade range. The district uses the Pathways option to address individual student needs, and the Toolbox option for teachers to deliver instruction based on needs.
 - mClass - mClass will be utilized with Grades K-3 to collect diagnostic and progress monitoring data related to the development of reading skills.
 - All students in grades K-12 are given iReady diagnostics to help determine areas of need.

3. Renaissance Learning Accelerated Reader- This program (Grade K-5) is a computerized program that tests reading comprehension. Students select books on their identified reading level, read independently, and take an independent comprehension test on the computer. Each book is valued at a certain number of points based on its length and reading level.

4. Summer School- Each summer the system provides a credit recovery summer school program for students needing to gain credit or accelerate. The system also provides Literacy and Numeracy Camps to students in grades K-3, English Language Acquisition Programs for EL students, Migrant summer programs for students identified as Migrant, and STEM Camp for acceleration.

3. DeKalb County Schools are equipped with a credit recovery program to support grades 9-12. A virtual academy, offers digital curriculum opportunities supported with various levels of face to face meetings for students in grades 6-12. Virtual programs are available in a full-time student model and a blended model. DeKalb County provides varying levels of summer school remediation and credit recovery. Each of the above opportunities align with all state standards, policies and guidelines. DeKalb County Schools includes a balanced curriculum across content areas that focus on communication, collaboration, critical thinking/problem solving, creativity, diversity, and enthusiasm for learning through the avenue of differentiated instruction. Programs established to serve our students include English Language Learners (ELL), serving students K-12; Gifted and Talented, directly serving 2-6 while students in grades 7-12 are served indirectly; Special Education, serving students ages 3-21; Title I, serving students in PreK-12; Advanced Placement, serving students in 9-12, Dual Enrollment, and Career, Technical education, serving students in 7-12.

4. The District Leadership Team, Advisory Committee, and each school's Continuous Improvement Planning committee are responsible for reviewing comprehensive needs assessment data and determining the success of the projects funded through Federal funds. Based on evaluation data, committees must determine whether to continue, revise, or begin new projects to best meet the needs of the targeted population. The planning process encompasses a thorough analysis of all data, determining priority needs and goals, and strategies to achieve goals and methods to evaluate success of funded projects. This process provides a framework for ensuring annual revisions and success of the projects. The process will be monitored by the Academic Recovery Specialist and the District Leadership Team a minimum of five times per year. CIPs will be revised as needed during the school year.

5. All teachers are certified by the State of Alabama at this time, either by a traditional certificate, emergency certificate, or provisional certificate. All teachers are trained in order to deliver high quality instruction to all students. All parents are provided with a Parents Right to Know letter at the beginning of school in order to provide parents with an opportunity to request the qualifications of their child's teacher.
6. Schools identified as focus schools in need of support are provided guidance and oversight by the Federal Programs Director and an Academic Recovery Specialist or Curriculum Supervisor. They work collaboratively with local schools to analyze achievement and culture data to develop a comprehensive needs assessment. The Federal Programs Director works with local schools to implement the federal program budget, guidance, and CIP plans.
7. All DeKalb County schools are school-wide Title I served. At each school more than 35% of students come from low-income families. DeKalb County School System determines Title I school allocations on the number of children identified as public low-income as of the 20th day Report count. The funds are distributed on a per pupil allocation. Schools are ranked in order from highest poverty percentage to the least poverty percentage.
8. We have no local institutions for neglected or delinquent children. We will provide services through virtual school and/or homebound should the need arise. See N& D transition plan for more information.
9. All DeKalb County Schools are Title I school-wide schools. All homeless children are provided the same opportunities as other students. Students are provided necessary assistance such as guidance and counseling through the school counselor, and health and nutrition services through the Child Nutrition Program. Homeless children and youth will be provided the opportunity to receive a free and appropriate public education regardless of their residency status. The program 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. The program provides procedural guidelines 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. The Homeless Liaison and/or school counselor will assist parents, guardians or unaccompanied youth in obtaining the proper documentation.

The Homeless Education Program 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 decline enrollment in the school of origin. A dispute resolution policy is also offered when decisions are in question.

The program provides for a Homeless Liaison who 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.

The enrollment of homeless, immigrant, migrant, limited English proficient children, and foster care students shall not be denied or delayed due to any of the following barriers:

- Lack of Birth Certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Guardianship or custody requirements

10. DeKalb County School System has sixteen Pre-K programs throughout the district. The Teaching Strategies Gold Preschool Curriculum, a scientifically researched based program is utilized in the preschool program. Through designated key experiences for children, teaching and parenting strategies, and child observation materials, the curriculum provides a decision-making framework. Educational experiences are planned and designed to facilitate children's construction of concepts, development of skills, and engagement in the learning process. The evidence-based research curriculum is developmentally appropriate, and implemented with attention to the needs, interests, abilities, learning styles, and developmental levels of the individual children. The system also provides a full range of services to special needs children ages 3-5 in both private, church-based, child care centers, and other community preschool settings. A Developmental Delayed certified teacher and Speech Language Pathologists provide services in order to meet the needs of preschool needs children in DeKalb County. DeKalb County also provides a special needs preschool program with an early childhood special education teacher. All of the preschools listed above plan activities in the spring to transition students into the kindergarten program. This is accomplished by a "day in kindergarten visit". A Migrant JumpStart summer program is offered to Pre-K students who will attend Kindergarten the following school year. The LEA takes part in a coordinated agreement with local Head Start Programs, as well as private and church based Preschool programs.

11. All DeKalb County Title I schools are schoolwide programs.

12. All students are required to complete a four-year plan for high school in the eighth grade. This four-year plan will enable students to know the classes needed to reach a career goal. We have one middle school adjacent to the feeder high school. Here, guidance counselors work with our students on transition plans. We have two junior high schools that neighbor feeder pattern schools in separate communities. Here, the schools partner to support aligned transition plans. Tours of the DeKalb County Technology Center are provided for 8th and 9th graders, so that an awareness of other programs are available to all students. A separate 9th grade orientation is held for incoming freshmen so that parents and 9th grade students can ask questions, plan, and acclimate themselves to the high school. The DeKalb County School system works with local junior colleges and colleges to ensure that high school students have

opportunities to explore careers and gain information about programs/degrees at the next level. Career Days are held at high schools so that employers can discuss job opportunities during high school and after high school. DeKalb County employs two career coaches who work with seniors to complete scholarship and college applications. In addition, Snead State and Northeast Junior College provides personnel to help students and parents fill out FAFSA applications in the fall to ensure that each child can apply for scholarships and financial aid. All High Schools host college/career nights. Career Technical Courses are offered at each school.

13. DeKalb County students have an opportunity for education and training beyond high school through opportunities to participate in dual enrollment college courses, AP coursework, and credentials earned through our Career Technology Program. We are committed to expanding the number of high school students earning early postsecondary course credits and industry certifications, broadening the reach of these programs to include students who lacked these opportunities in the past. Early postsecondary opportunities allow students to: earn postsecondary credits while in high school; become familiar with postsecondary expectations; develop confidence and skills for success in postsecondary; make informed postsecondary and career decisions; and decrease the time and cost of completing a postsecondary certificate or degree. DeKalb County Students participate in KUDOR to help plan for college and career goals. KUDOR trained staff facilitate this online career planning. The results are shared with the students and parents in individual meetings. The 8th grade holds a transition night to map out the 4-year plan. KUDOR results are utilized when planning for high school. The DeKalb County Technology Center is visited by interested students as part of a transition to high school and identifying interest for careers. Each student is required to participate in a Career Preparation class which also offers opportunities to explore careers and colleges. All of our high schools offer students opportunities to participate in dual enrollment classes at the local junior colleges. Our high school students attend career fairs, make college visits and are exposed to information before their senior year. The career coach, postsecondary partners, counselors, teachers, and administrators work to ensure that all students make a successful transition to a career, military, or postsecondary education after the completion of their high school degree.
14. We monitor the Civil Rights Report, SIR, and other data for administrators' discipline practices. We encourage administrators to counsel students, and ensure students with ELL and disabilities are provided the appropriate services. We partner with the juvenile court system and other agencies to provide a non-residency program to prevent students from entering the court system. A partnership with the Children's Advocacy Center provides additional at-risk counseling support. Additionally, school teams participate in Managing Crisis Safely training.
15. Skill attainment, also known as credentialing, is an important aspect of DeKalb County Schools. A centralized career technical center, as well as multiple programs at the high schools, provide a range of opportunities to students. The career technical director will work to ensure credential opportunities for students participating in career technical courses in grades 7-12. Carl Perkins funds are used for career technical education.
16. DeKalb County School students have the opportunity to participate in Cooperative Education their junior and/or senior years if they have met the requirements according to the State Department of Education (SDE). Students may also participate in volunteer apprenticeship

programs as a senior pathway, either with or without pay and with/without credit. Health Science students who meet SDE requirements may participate in clinicals, without pay but earning credits, gaining practical hands-on experience in health-related occupations.

17. Coordination between the Federal Programs Director and Special Education Director is important to proper identification of gifted and talented students. All second graders will be screened for gifted and talented. The Special Education Director will work with the Federal Programs Director and EL staff to ensure that EL students will have bilingual personnel during the screening assessment for the limited English proficient students. The Special Education Director maintains a tracking document to ensure that there is not under identification of populations of students for gifted and talented. The system will serve the gifted and talented students in grades 3-6 through teachers holding the proper credentials for gifted and talented. At the high school level, gifted and talented students will be encouraged to enroll in rigorous coursework including AP, dual enrollment and online courses through ACCESS.

18. Libraries are currently funded by state funds. Federal Programs provides access to Edgenuity, Edmentum, iReady, and other digital learning support software. State funds are used to support district wide effective school library programs and are supplemented with federal funding. Renaissance used in K-8 for schools whose committees elect to purchase it, and will be utilized to encourage students to read. The School library programs have Chromebook carts, computer stations, iPads, Interactive Boards, and many other tools to support digital literacy skills. DeKalb County Schools offers a virtual school option. Students may be fully virtual or take part in blended learning. Blended learning is an educational platform (formal or non-formal) that combines online digital media with traditional classroom methods

19. A. Each Title I school will host an Annual Title I Parent Meeting. A committee will be formed which will have representation from and consisting of a minimum of two parents, a minimum of two teachers, and the principal. These meetings will be planned using a flexible schedule (day and evening) and held bi-annual to discuss plans and evaluation of progress for the year.

B. The District Parent Involvement Committee meets annually to discuss, review, and assess the District Parent Involvement Plan and each school's ACIP, Parent/Teacher/Student Compact, and district plans. The members of the district committee are also members of the local school parent committee. These members are the liaison for the district back to the schools, and from the schools back to the district. This has been instrumental in recommendations to improve the safety and academic success of our schools. This committee will meet to discuss the needs of school communities, to assess the progress of programs, and to plan for the future of the students of DeKalb County Schools.

C. Each Title I school will begin each school year by participating in an Open House—schools will be open one night during the week before school begins or the first week of school to allow parents to come with their child to meet with teachers and staff, visit classrooms, and tour the school. Each school has a school-specific plan for the Open House event. Parent/teacher conferences will be scheduled throughout the school year. Student presentation activities (Science Fair, Art Fair, PTO programs) will be held in the fall and spring. Parents will also participate in the annual Parent Involvement Survey/Evaluation of the current year program. Parent/teacher conferences will be held as needed concerning each individual child.

D. Each year all parents, in Title I school-wide schools, participate in a parent survey. This survey was created to address and include all items required by federal guidelines. Surveys are translated into the primary language of limited English proficient parents, and parent volunteers and translators will also assist with gathering responses. Survey results will be analyzed at the school level and then an analysis provided to the district Federal Programs Director. The district Federal Programs Director will then analyze data for the entire system to guide revisions to the district Title I Plan and Parental Involvement Plan. Schools will use their data in revisions to their school plans. Survey results will be shared with advisory councils at the district and school levels and through the annual required parent meeting at each school. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Documents are translated by translators employed by the school system
- Forms, newsletters and schedules are sent out to keep parents informed in their primary language
- Meeting announcements are posted on district and school websites
- Information is communicated through email, school marquees and local newspaper
- School messenger phone system is used to notify parents of meetings, upcoming events, and announcements. Messages are delivered in parents' primary language.

Ii. 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 ways such as:

- Recruiting Read Across America parent and community volunteers for reading day
- Parent Involvement Committee sponsors workshops featuring children's books
- Encouraging PTO to offer workshops
- Budgeting funds at the school level to purchase materials
 - Parenting Partners Program

iii. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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, by:

- Kindergarten orientation
- Migrant Home Liaison will provide in home preschool instruction and family literacy

- Coordinating community educational family nights to support learning
- Modeling effective strategies for working with young children academically
- Providing locations for Adult ESL classes to be taught on school campuses.
- Hosting ELL parent meetings in conjunction with the Alabama Cooperative Extension Center to provide instruction in parenting skills and family literacy.

The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in 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:

- During the first semester of each school year, the school district will provide all teachers and administrators with an overview of Title I and Parental Involvement.
- Following an initial overview, bulletins outlining more in-depth Title I and parental involvement components will be provided to all teachers and administrators.
- District representatives will work with school principals to co-facilitate Title I Parent Meetings

Schools will host and provide parent training sessions per year. Training will be planned and developed in conjunction with parent needs determined by parent surveys and parent committee members.

E. The Federal Programs Advisory Council and the Continuous Improvement Plan committees utilize Title I parent survey data results to revise and update the Parent & Family Engagement Plan as needed. The committees review Title I parent survey results.

F. The Federal Programs Advisory Council develops, revises, and reviews the Parent & Family Engagement Plan annually. Parents are also involved in the development of the Home-School compact each spring. A needs assessment is conducted annually, and the data results drive the development and revision of the Parent and Family Engagement Plan.

G. All students receive a Home-School Compact outlining school-parent-student responsibilities. These compacts are used as a contract between the home and school. Parents are advised in changes in local academic assessments. Home reports for State Assessments are provided for parents. School counselors provide parent training to explain the results and student academic achievement.

Grade reports are sent home every 4 ½ weeks. Reporting periods are posted on the school and district website. Schools also use the School Messenger System to notify parents when grade reports are being sent home. Parent conferences are held as needed to discuss academic and behavior issues.

H. The Parent and Family Engagement Specialist provides assistance when requested. The specialist provides 2-3 training sessions per year at each of the local schools. The Parent and Family Engagement Specialist assists families in finding supportive access opportunities to school and community services, adult language classes, and support for parents in regards to homework help, skills development, and understanding student performance measures. Student/Parent Handbooks are located on the DeKalb County Schools website. A printed copy is available upon request in both Spanish and English translations. This handbook serves as a guidebook for families to understand the uses of technology in the classroom. It outlines both appropriate and inappropriate uses of technology according to the district technology plan.

I. The District Family and Engagement Plan is disseminated to all families. School personnel receive training, at the district and local level, on the importance of fostering strong parent and family engagement programs. Multiple opportunities are provided for parents to become equal partners on federal planning committees at each school and at the district level.

J. DeKalb County has 16 Office of School Readiness First Class Pre-K classrooms serving students on ten campuses and one special needs Pre-K. Parent engagement is a requirement of OSR Pre- K programs. Parent and family engagement logs are kept for documenting workshops and training sessions. Head Start is also provided by Community Action Head Start Services. Certified early childhood teachers teach these programs. The programs help children to develop socially, emotionally, physically, and academically. In addition, the school system employs a Speech Language Pathologist to provide language and speech instruction to preschool students. Jumpstart programs support preschool needs during summer services. A home-school liaison visits the homes of Migrant families to provide additional pre-school services.

K. The district website provides an option to change the content to multiple languages. DeKalb County employs five translators to translate documents, parent conferences, etc for families. Staff also use TransAct for specific documents and Talking Points for informal communication. The district employs migrant home-school liaisons to provide assistance for migrant families. All written communication is provided in a language parents can understand. Through a partnership with ALSDE, we also have access to MasterWord, an on-demand translation service for various languages.

L. The LEA Parent and Family Engagement Specialist provides resources as requested by families. The specialist conducts, facilitates, and coordinates parent training sessions on each DeKalb County School campus. Training topics are dependent on parent requests and needs.

M. Parents serve on committees at the school and district level to develop all LEA plans. Results of surveys, formal and informal interviews, and meetings are used to assist in the creation of professional development activities. The committee convenes annually to discuss the development and implementation of the LEA Consolidated Plan. Parents can also participate through the Parenting Partners Program to share ideas and express needs.

N. Some local schools elect to use all or a portion of their 1% set-aside monies to support the Parenting Partners Program. These monies allow for a designated specialist to coordinate, facilitate, and conduct parent training sessions at each local school. By having a designated person to specialize in parent and family engagement, parents are able to receive specific resources tailored to their needs.

O. All parent meetings are held in each community on a flexible schedule for the convenience of parents in attendance. Morning and evening times are provided for working families, as well as virtual options when feasible. Beginning in 2023, a mobile parent unit will be available to take training sessions into communities.

P. DeKalb County recognizes the importance of parent and family engagement. Parents are encouraged to share information and invite other parents and families to participate in local parent related activities and to serve on committees. The district utilizes social media, communication apps, and traditional forms of communication to promote family engagement. Parents can also serve as facilitators for the Parenting Partners Program.

Q. The Parent and Family Engagement Specialist conducts 2-3 parent trainings per school year on each local school campus. Meetings are scheduled at flexible times- including both morning and evening times. The PFE specialist assists each principal in conducting the Annual Title I Parent Meetings. Each teacher will be available during planning time to meet with parents. Administrators will also make teachers available on parent/conference nights and nights where Title I school related events take place. The LEA and local schools host morning and evening meetings with parents. School principals, resource officers, and classroom teachers make in-home visits based on need. Translators are available at parent activities and meetings.

R. The LEA, working with local schools, will work to develop a comprehensive model for parental involvement. Parent communication tools include: School Messenger, school websites, open house, parent/teacher conferences, social media, and face-to-face communication. The district hosts themed events across the district and will have a mobile unit to reach more parents.

S. The advisory council meets annually. Each school is contacted annually to submit names of teachers and parents to serve on the advisory council.

T. The LEA will work with local businesses and community organizations to develop partnerships to assist Title I schools. Community and business partnerships are visible throughout the district. Local businesses and community organizations serve on the district advisory committee.

U. Parent and family engagement opportunities will continually change and evolve based on the needs of students, parents, the community, and each local school. These changes will be guided by parent survey opportunities and various parent meeting programs. Data is gathered through the continuous improvement process. Stakeholders provide feedback

through surveys conducted each spring. Data is used to establish goals and implement strategies within the continuous improvement plans.

V. Advisory Council sign-in sheets, agendas, handouts are maintained by the district. The advisory council members include multiple stakeholders groups: teachers, parents, counselors, principals, district supervisors, SRO, nurses, juvenile court, and community members. The council meets twice an academic year (Fall, Spring).

06/01/2023

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