

## FY19 - LEA Consolidated Plan Eufaula City Schools

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

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

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

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

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

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

Through the Continuous School Improvement Data Dialogue Process, each school in the Eufaula City School System develops an Alabama continuous improvement plan (ACIP) that provides the goals and plans for the school year. School administrators and teachers received technical assistance in the use of the data dialogue process to create their ACIP. All assessment data is disaggregated into subgroups for each school by our system assessment and accountability specialist. The building leadership team develops their plan based on the student data. Student success will be determined using benchmarks set by the state department for reaching Annual Measurable Objectives (AMO's) or Targets. District staff will conduct walk-throughs and mid-year reviews to ensure that the ACIP is implemented and followed. Revisions are made to the plans as necessary.

Additional academic assessments used in Eufaula City Schools include:

- Reading and Math Classworks Universal Screener
- Developmental Reading Assessment (DRA)
- Performance Series/Global Scholar
- Edgenuity (End-of-Course Tests)
- Advanced Placement Assessments
- Laying the Foundation, E3 (Pre-AP) Assessments
- PLTW (End-of-Course Tests)
- Reading Horizons
- Nessy (ALVA for dyslexia)
- Stride Academy (ALVA k-8)
- USA Test Prep (ALVA 11 & 12)
- DIBELS (ALVA k-2)
- K-12 Summit Courses Assessments (ALVA 9-10)

State assessments include:

- Performance and Achievements Series
- ACT with Writing
- AAA
- ACCESS
- Alternate ACCESS for English Language Learners
- ACT Workkeys
- PreACT
- NAPE
- PSAT

## **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.**

Local school continuous improvement plans and the Alabama Courses of Study provide a framework for teaching and learning in the classroom. Each Title I ACIP is written to meet the guidelines of the Every Student Succeeds Act (ESSA) and varies in composition and strategies to meet the individual needs of each school and the students. Students who may be at risk for reading failure or experiencing difficulty reading are identified through the use of screening, diagnostic, classroom-based instructional reading assessments, Performance Series and Classworks are utilized. DIBELS and STRIDE results will be used in grade k-3 in ALVA and Classworks will be used in grades K-3 to monitor student progress. Emphasis is placed on prevention at the elementary level so students will be able to function effectively at the middle and high schools. Teachers provide instruction using evidence-based resources and strategies. A plan of action is formulated for each student failing to meet proficient or advanced levels of academic achievement. Results of all assessments are analyzed annually for comparability.

Eufaula City Schools is committed to providing all students an excellent and equitable education from all teachers who meet state certification and licensure requirements. State performance data is used to identify students who are academically at-risk. There is an emphasis on Tier I instruction within the classroom for all subject areas. Tier II support is provided for students with deficits in reading and math. Additional support may be provided by supplemental staff through Title I. These may include additional instructional coaches and intervention support. Tier III instruction is provided for students who

are identified through the RTI process as having an academic deficit, which is indicated by the student being two or more grade levels behind.

### **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.**

Identified students who demonstrate academic difficulty by failing to show mastery of the standards or making below 60% (grades 5-12) on traditional report cards or below a 3 or 4 (grades K-4) on standards-based report cards and/or progress reports may be referred to the RTI team. ALVA reports to parents using traditional report cards.

Parent conferences and notification for identified students are held to discuss identified strategies to use at home and to provide support at school. Students experiencing difficulty are provided with additional assistance through embedded intervention times, evidence-based strategies and summer school programs.

Instructional coaches are placed in schools to provide coaching and professional development for teachers as well small group instruction to students. ALVA has instructional coaches who work exclusively with teachers. Central Office Instructional staff members are available to provide assistance with professional development, classroom management, reading strategies and other issues in which teachers need support. There is emphasis on Tier II instruction in the classroom for students that are experiencing difficulty in reading and math.

Students are assisted in meeting the state's rigorous academic standards by various means including:

- Intervention classes are included in every school's daily schedule
- 8 Pre-K Classes and 1 Early Intervention class unit for 3 and 4 year olds
- Summer Programs for remediation, enrichment and advancement
- Parent and community volunteer programs to assist students at school
- Purchased service contracts for consultants to assist teachers and parents of at-risk students
- Targeted small group instruction and live tutoring sessions for ALVA students

### **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.**

One of the primary purposes of the District Leadership Team is to review and revise the components of the LEA plan to meet: 1) the state student academic achievement standards; and 2.) Every Student Succeeds Act (ESSA) 2017 guidelines. Each school has an advisory committee that was formed for the purpose of monitoring the Title I ACIP periodically and revising as needed. This committee is made up of representatives from all grade levels, special education, the principal, parent and community representatives, if applicable. The selected members are responsible for any decision-making regarding the ACIP and for distributing any information needed to their constituency groups including faculty, staff and parents.

Each month, walkthroughs and technical assistance visits will be conducted in each Title I school to ensure

that components of the ACIP are being executed. Federal Programs and Curriculum staff, as designated, will conduct these on-site visits and reviews.

In addition to walkthroughs, the Building Leadership Teams will meet a minimum of 3 times per year to participate in CSI Through Data Dialogue to monitor the comprehensive Data Dialogue analysis and ACIP. This will be guided by the Central Office curriculum staff to provide a systematic process of data analysis, plan development and implementation, resource management, and monitoring processes.

#### **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.**

Eufaula City Schools System is committed to providing all students with an excellent and equitable education from all teachers who meet state certification and licensure requirements. When achievement data is available, building leadership teams determine those students that will need the most qualified teachers. Adjustments are made to create a match between student need and teacher expertise. Through Continuous School Improvement Data Dialogues, Building Leadership Teams are identifying the “lowest 25%” of students and those that are on or above grade level master. Teams develop a plan with differentiated strategies to meet the needs of each group of students.

For individual students who are identified as at-risk during Problem Solving Team meetings, individualized plans are developed and monitored by the team to ensure both low income and minority students’ academic and behavior issues are being addressed and monitored.

#### **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.**

Eufaula City Schools does not currently have any schools identified as a Comprehensive Support or Targeted Support Schools. However, the following steps outline how the LEA would carry out its responsibilities if a school was identified.

- Comprehensive and Targeted Support identification of schools in school improvement will be made to the Superintendent by the ALSDE.
- Schools identified will be notified by the Superintendent or his designee.
- Schools will be identified as acceptable transfer sites.
- Parents and the public will be notified of school choice.
- Parents will be given two choices of locations.
- Parents will be notified of school assignments and transportation arrangements.
- All requests for transfers will be processed and any needed staff adjustments necessary will be made.
- Parents will be notified of choice of supplemental services available from the ALSDE approved vendor list in the event school choice is not an option.
- Supplemental contracts will be enacted at the District level.

## **7. Sec. 1112(b)(4)**

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

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

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. (*ESEA section 1113(a)(2).*)

Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

- Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the “75 percent poverty threshold”) from highest to lowest according to poverty percentage; and
- Serve the eligible school attendance areas in rank order. (*ESEA section 1113(a)(3).*)  
For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.
- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools —
  - The LEA must notify its secondary schools to inform them of the option.
  - A majority of its secondary schools must approve the use of feeder patterns. (*ESEA sections 1113(a)(5)(B) and (C).*)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (*ESEA section 1113(a)(3)(B).*)

The Eufaula City School System has 5 schools, one primary school k-2, one elementary school 3-5, one middle school 6-8, one high school 9-12, and one K-12 virtual school (ALVA). We are school-wide Title I system and all brick and mortar schools have a poverty rate that is above 50%. ALVA has a poverty rate of 44%. School-wide status allows schools to offer programs, teachers, and instructional materials for the entire school population.

## **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.**

Title I is a partnership between the federal government, the state educational agency and the local school district. It is the largest federal aid program for elementary and secondary schools. The federal government appropriates money to help schools that meet the criteria of having at least 35% of its

student on the free or reduced lunch program. Each district applies for these funds each year.

A school that qualifies for Title I can be a targeted assistance school or a school-wide school. All Eufaula City Schools, with the exception of ALVA, are considered school-wide. A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This school-wide reform should result in an ongoing, comprehensive, plan for school improvement that is owned by the entire school community and tailored to its unique needs. The money provided to schools is used for materials, programs, teachers, etc. for this “target” group of students. These students are provided additional resources to assist in their learning.

Each school that is included in the Title I program completes an ACIP plan each year. This plan includes input from parents, teachers, and other stakeholders. Parent representatives are asked to serve on the Title I committee each year. These parents seek input from all parents and are the liaison between parents and the committee. In addition to the ACIP, ECS has incorporated CSI Through Data Dialogue meetings 3 times a year with each school’s Building Leadership Team and a parent representative from each school is invited to attend the district-led CSI Through Data Dialogue sessions.

The plan consists of sections such as needs assessment, teacher qualification, achievement goals, and parental involvement. Each school makes this plan available to parents. Parents are encouraged to review this document and may simply ask the school office for a copy of the ACIP plan. In the event there are questions or concerns, stakeholders should contact the school principal.

All schools in the Eufaula City Schools System are given assistance by the Director of Federal Programs, System Assessment and Accountability Specialist, the parent Liaison, and district Teaching and Learning Staff. The director assists with annual meetings at each school, as well as provides suggestions on how each school can comply with federal regulations. The director and system assessment and accountability specialist review the school plans and provide input on the instructional issues as appropriate.

In addition to the local school plans, the district has a consolidated plan for Title I, part A that includes the parenting components as well as the EL components. If the LEA consolidated plan for Title I, Part A is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

Reflecting the identified needs of the school, Title I services concentrate on assisting students who are failing or in danger of failing state performance standards. Currently Title I funds will be used to employ teachers at our schools, 2 EL Instructional Coaches, and contract services intervention and Dyslexia teachers.

## **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 students are identified by the school registrar or the school guidance counselor in all Eufaula City Schools and are referred to the Homeless Liaison. The Homeless Liaison reviews the case, determines

eligibility with the Federal Programs Department and coordinates appropriate assistance. Homeless students may enroll on the same basis as all other students. Transportation, school supplies, tutoring services, clothing and hygiene products, referral to outside agencies, housing assistance, counseling, and/or medical services are coordinated through the Homeless Liaison's office.

#### **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.**

The Eufaula City Schools System operates 8 Pre-K classrooms funded by the Office of Early Childhood Education and local funds. LEAPS, an early intervention class for three and four year old students is funded by IDEA. Some of the students have special needs and some are typically developing. The Preschool program is open to all 4-year-old students within the Eufaula City School District. The pre-k program is housed at the Eufaula Early Learning Center and operates as a program of the Eufaula Primary School. The preschool year begins and ends with the regular school programs. The average pupil teacher ratio is one adult for every 9 students. All teachers hold a degree or certification in early childhood education and all assistant teachers hold Associates degrees in child development. Teachers participate in all school system in-service training as well as professional development training offered by the Office of Early Childhood Education. Vertical team meetings are held at least 3 times per year with kindergarten teachers to ensure curriculum alignment and skills development. Students are assessed 3 times each year using the Eufaula City Schools common assessment to measure progress. Teachers also use the GOLD assessment as required by the Office of Early Childhood Education throughout the year. The district also has a Parents As Teachers Program that is open to all parents with children prenatal to age 4. In addition, the district has a Home Instruction for Preschool Youngsters Program that is open to all parents with children ages 3 and 4. These programs are also funded through a grant from the Office of Early Childhood Education.

#### **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.**

There are no Targeted Assistance (TA) schools identified currently in the district.

#### **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.**

In order to facilitate smooth transitions from preschool to primary school, primary to elementary school, elementary to middle school, middle to high school, and from high school to postsecondary education ECS implements the following activities: tours for upcoming preschool, kindergarten, 3<sup>rd</sup>, 5<sup>th</sup> and 9<sup>th</sup> grade students. College tours are arranged for students in 11<sup>th</sup> and 12<sup>th</sup> grades by the high school counselors. Orientations, Freshman Festival, Open Houses for Parents, EL Parent Nights and Parent/Student visits are all done to ensure a positive transition process. Four-year plans are conducted individually with each student beginning in the 8<sup>th</sup> grade and reviewed annually. These plans help students identify college and

career interests through the use of a career planning system; review various grades such as past Scantron Performance Series, current Classworks screener data for reading and math, and transcripts; discuss options for college and/or career through the 8 academy pathways at EHS, the CTE opportunities for internships and work-based learning, and the AP, dual enrollment programs and Early College (UA) programs that are offered to EHS students. Students are provided with opportunities from various local businesses to learn on-the-job skills and internships. ECS has also partnered with a local staffing agency, ResourceMFG, to provide students with another venue to participate in internships or other work-related fields in local businesses.

### **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.**

In order to facilitate smooth transitions from elementary to middle school, middle to high school, and from high school to postsecondary education, ECS implements the following activities: tours for 5th and 8th grade students. Students in grades 9 through 12 may participate in college tours. Orientations, Freshman Festival, Open Houses for Parents, EL Parent Nights and Parent/Student visits are all done to ensure a positive transition process. (ALVA has grade level transition meetings.)

Four-year plans are conducted individually with each student beginning in the 8<sup>th</sup> grade and reviewed annually. These plans help students identify college and career interests through the use of the Alabama Career Assessment Inventory; review various grades such as past ACT Aspire assessments, current Classworks screener data for reading and math, and transcripts; discuss options for college and/or career through the 8 academy pathways at EHS, the CTE opportunities for internships and Coop, and the AP, dual enrollment programs and Early College (UA) programs that are offered to EHS students.

ECS applied for the A+ College Ready grant last year and was awarded the grant in the spring of 2017. Teachers from both AMMS and EHS attended E3 Pre-AP and AP trainings over the summer and have implemented the curriculum from grades 6-12 in multiple courses. This is Year 1 of the 3-year grant.

### **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).**

The At-Risk Coordinator monitors system discipline reports and student incident reports each month by disaggregating discipline referrals by sub-groups. Discipline referrals are made to the PST as needed. The PST shares strategies with the teacher and parents and are implemented for a minimum of four weeks before reconvening. If strategies are unsuccessful, a referral is made to the building counselor, parent meetings are scheduled, and if necessary, a referral to one of the system's mental health service providers.

The system contracts with SpectraCare to provide mental health services to students who have chronic discipline and mental health issues. The system also contracts with Licensed Professional Counselor to



provide additional support to students in need of services. Counselors at each school conduct small groups for students with behavior issues to help them correct the behavior and make better choices. Alternatives to out-of-school suspension including in-school suspension and alternative school placements are available for middle and high school students.

Eufaula Elementary has recently established a PRIDE Academy to provide individualized supports for both academic and behavioral issues. This academy is taught by a certified teacher and a paraprofessional. Eufaula Primary School has a reset room for students that is operated during a portion of the day.

ALVA has a Family Academic Support Team specifically to help students with engagement and discipline issues to redirect and support for academic success.

#### **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.**

Eufaula High School has been restructured to encompass a College and Career Academy which houses 8 different career academies all partnering with our local businesses and industries as well as the Chamber of Commerce. The Eufaula City Schools Workforce Development Council has established a strong presence and support for the College and Career Academy providing multiple opportunities in the local workforce for students to experience and/or intern while in high school. Each of these 8 academies are also linked to not only a business/industry recognized credential, but also to a career dual enrollment opportunity at Wallace Community College. These technical courses linked to high-need, high demand occupations are available for our students at little to no cost thanks to the Alabama Future Workforce Initiative (AFWI). The Director of Secondary Instruction, the career coach, and the high school counselors work closely together to help identify students for these technical fields as career interests and assist in them in registering for the courses at Wallace, as well as complete the necessary paperwork for the cost to be covered by AFWI.

EHS is a high school pilot site for the AIDT course Ready-to-Work. This course, traditionally taught at a community college or career center, is being offered for our high school seniors only. Successful completion of this course will result in an ACT WorkKeys Silver certificate, National Ready-to-Work certificate, and four credit hours at any community college.

From pre-K to high school, our students are exposed to career exploration from career projects and fairs, business/industry field trips, guest speakers, and hands-on learning opportunities (school store, etc). College tours are beginning in grade 7 and spiraling up through grade 12 to expose all our students to both 2-year and 4-year colleges.

The Southeast Wiregrass Region hosts an annual World of Work (WOW) for 8<sup>th</sup> graders each February exposing students to hundreds of occupations available in our region. AMMS students participate annually in this free event.

#### **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.**

Each of the eight career academies inside of Eufaula High School are linked to a business/industry recognized credential, dual enrollment pathway, and an internship or work-based learning opportunity. Each career academy is governed by a CTE program advisory comprised of business/industry partners. These partners invest in these programs with not only resources but also with their time including opportunities for internships and employment. Students in Health Science are afforded an opportunity to apply to intern at Crown Health. Students in Public Safety are afforded an opportunity to apply to intern at the Eufaula Police Department and the Eufaula Fire Department. Students in Business and Marketing are afforded an opportunity to apply to intern at the Eufaula-Barbour Chamber of Commerce. Every year new internship opportunities have been added for students. In addition to internships, every senior is given an opportunity to apply for work-based learning where they are able to work at a local business while in high school.

Aside from internship and work-based learning opportunities, students are also given opportunities to experience work in their career academies. These opportunities may be in the form of producing a weekly show (broadcasting), running the school store (marketing), organizing the fall and spring plant sales (agriscience), taking lineman courses in conjunction with Alabama Power (agriscience), and taking fire-fighting courses in conjunction with the Eufaula Fire Department (public safety).

Field trips/tours are also provided for middle and high school students to local businesses and industry such as Hummingbird, American Buildings, Hyundai, Eufaula Fire Department, Keystone, and Bonnie Plant Farms.

#### **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.**

All ECS schools have gifted services. ECS employs one full-time gifted teacher. Screening for gifted begins in 2nd grade but is ongoing as needed. Students in the gifted program are served within their school building. Grades 3–5 have a full-time gifted teacher who pulls students weekly for gifted instruction. Grades 6–12 students are served through the LTF/NMSI Pre-AP and AP courses in all 4 core content areas. ALVA also has a full-time gifted teacher. Grades 6–12 are served through Honors and AP courses.

#### **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.**

All ECS schools have a one-to-one initiative. Students in K–2 have iPads that they use during the school day; however, they are not available for students to take home. Third grade students have Chromebooks that are used during the school day but are not available to take home. In grades 4–12, students have Chromebooks that they are allowed to take home daily. Media specialists work as an extension of the technology department. They handle account management for learning, and learning management tools

related to one-to-one. They also serve as the first line of defense for any damages, repairs or issues with devices. They go room-to-room to support teachers and troubleshoot problems, as well as provide instructional resources to enhance classroom lessons. The ECS district supports libraries with additional funds as needed in addition to their state library enhancement allocation. ALVA students do their schooling at home and go to synchronous session daily with certified teachers. They each have access to computers and technology needed.

#### **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).**

A representative group from the Eufaula City School System will collaboratively develop the Parent and Family Engagement Plan; a draft of the plan will be distributed to the Federal Programs Advisory Committee, parent and family liaisons from each school, and each local school for review by school and parent leaders; the primary planning committee will consider any suggestions or feedback, and comments and suggestions received throughout the academic year will be maintained to be included in evaluation and annual revision sessions.

#### **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.**

Eufaula City Schools will provide resource guides to assist in the development of plans; training will be offered to school leaders to include administrators, faculty, and parents; suggested timelines will be established to assist schools in effective planning; and outlines of necessary documentation will be provided to local schools to assist with the implementation and monitoring of the school's program. Regular parent meetings will be conducted (PTA, EL Family Night, Boosters, etc.) Parents will be encouraged to be involved and support learners at home by "training" on state content standards and strategies. . Town Hall Meetings hosted by the Superintendent also provide parents and community members with another opportunity to share concerns, ask questions, or just a time to come and spend more time with district staff members. Quarterly Town Hall Meetings are held with Alabama Virtual School staff and families.

Funding will be provided to each school (90% of the 1% of Title I, Part A funds) to support the development and distribution of the district's written parental and family engagement policy in addition to parental and family engagement activities included in each school's improvement plan.

#### **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.**

Eufaula City Schools will coordinate and integrate parent and family engagement strategies including; conducting transition programs from pre-K to Kindergarten, pre-k programs and local daycares to include school visitation, distribution of enrollment information, counseling related to academic expectations and participating in a School Summit for Parents in the spring.

Additionally, the district provides multiple opportunities for parents to participate in district discussions, as well as local school “parent nights” to learn more about their child’s school and the instructional resources/practices. Town Hall Meetings are designed to promote strong partnerships with the community and school system. Bi-monthly chat and chews with the Superintendent also provide parents and community members with another opportunity to share concerns, ask questions, or just a time to come and spend more time with district staff members.

**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)**

A representative group from Eufaula Schools will survey parents and family members to evaluate the effectiveness of the program including, but not limited to, parental and family engagement strategies and barriers to greater participation. This survey will be offered in the spring and disaggregated in the comprehensive needs assessment process in order to better assist in the development of the district improvement plan. Translation services are provided at each school as needed, and EL Parent Nights provide individualized opportunities for EL parents to learn more about the schools.

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

A representative group from Eufaula Schools will survey parents and family members to evaluate the effectiveness of the program including, but not limited to, parental and family engagement strategies and barriers to greater participation. This survey will be offered in the spring and disaggregated in the comprehensive needs assessment process in order to better assist in the development of the district improvement plan.

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

A representative group from Eufaula Schools will survey parents and family members to evaluate the effectiveness of the program including, but not limited to, parental and family engagement strategies and barriers to greater participation. This survey will be offered in the spring and disaggregated in the comprehensive needs assessment process in order to better assist in the development of the district improvement plan. Additionally, the district provides support through counseling services at each school, as well as contracted services with SpectraCare and a licensed counselor.

**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.**

A Eufaula City Schools representative group will disaggregate and examine findings from the survey administration in the spring. The data will be used to design and/or revise the district Parent and Family Engagement Policy, as well as, evidence-based strategies for improvement.

**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.**

A representative group of school and parent leaders will evaluate the parent and family engagement programs within the various schools of the Eufaula City Schools System. As part of this evaluation, the following measures will be collected and analyzed: participation by parents in various school activities; conference logs, parent perception surveys; faculty perception surveys; and project accomplishments by PTO organizations. Focused attention will be on the areas of communication, participation, and the resulting influences toward the ultimate goal of increased student achievement. An analysis of workshop evaluations related to parenting and parent involvement will be conducted especially as it relates to the curriculum and goals of each respective school. Where possible, connections between parent and family engagement and student performance will be analyzed. An analysis of this information will be used to plan for the upcoming school year, modify plans, assure proper attention is given to all sub-groups of students (disabled, English-Learners, poverty, etc.), and to eliminate any barriers that might exist between the school-home partnership.

The Eufaula City Schools will also establish a districtwide Parent Advisory Council comprised of parent's representatives from each school's Federal Programs Advisory Council to provide advice on all matters related to parent and family engagement in Title I programs. Community leaders and business partners will be invited to serve on this council as well.

**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:**

**G. Describe how it will help 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.**

All schools within the Eufaula City Schools System will provide 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 school academic assessments including alternate assessments
- The requirements of Part A
- How to monitor their child's progress, and
- How to work with educators
- Provide workshops for parents and family members
- Ensure and maintain two-way communication between home and school

These topics will be addressed through an annual meeting conducted at each school within the first month of the school year; by providing informational packets to parents; through periodic teacher-parent conferences; and assuring that School-Parent Compacts are in place and in use. Materials will be developed such that they are in a language and format that parents of varying English skills may understand them. The district assessment and accountability specialist will also provide data analysis and testing tips overviews for teachers and parents.

**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.**

Teachers and district school personnel will provide parents with materials related to reading and writing all year long. These resources will allow parents to understand the developmental process of the reading and writing connection. Materials and trainings will be provided to families through the following:

- Curriculum and family workshops throughout the school year
- Curriculum materials/grade level expectations provided to families at Open Houses, Conferences, and the Annual Title I meetings
- Technology trainings to support our one-to-one initiative at each school
- Parent app in Canvas (LMS) provided to access daily assignments, grades, etc. for students
- Decodable texts and leveled readers sent home with students in grades K-2 for parents to help their children with reading skills
- Spanish translation for parents and district personnel to improve communication
- Access to tools and resources necessary for school faculty to engage parents in their children's education.

**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.**

The Eufaula City School System is committed to providing continual professional development in the areas of conferencing, communication, and relationship development skills; sharing strategies that work from one school site to another; supporting PTA activities; and fostering an atmosphere of importance related to the welcoming and encouragement of parent involvement in the local schools, community meetings to engage parents in our strategic plan, Parent Visitation Days, and a fall and spring Tour of Schools, will actively engage parents and families in their child's education and Summit on Connecting Homes and Schools.

- District Advisory Committee will meet quarterly to strengthen ties between parent and schools
- The district Parent and Family Engagement Liaisons, along with the Parent and Family Engagement Liaison from each school will meet periodically to refine strong partnerships with parents and family members.
- The district will review policies that support family-friendly cultures that are conducive to developing strong family and school partnerships.
- Activities at all schools and the district will be hosted that establish welcoming parent and family culture such as:
  - a. Parent Visitation Days
  - b. Open Houses
  - c. Parent/Teacher meetings/conferences
  - d. Summit on Connecting Homes and Schools
  - e. Tour of Schools
  - f. ECS Workforce Development Council
  - g. Counseling Advisory Committee
  - h. Town Hall Meetings

**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.**

The Eufaula City Schools System will integrate parent involvement programs and activities with other Federal, State, and local programs in order to encourage and support parents in more fully participating in the education of their children by the following:

- Seeking out and assisting with establishing connections with local agencies/business with that of the schools within the system.
- Make available, as possible, the inclusion of staff members from the various agencies into workshops and trainings offered to Eufaula City Schools Employees.
- Assist with the development of effective communication systems
- Integrate parent involvement activities with Pre-K programs
- Distribute educational resources for kindergarten preparation

**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.**

To ensure that information related to district, school, and parent programs, meetings, and activities is available to all parents in an understandable and uniform format, each Title I school will send home a districtwide calendar of events with information for parents at the beginning of the year. The ECS website houses a comprehensive system Google Calendar that is easily accessible to parents and community stakeholders. Parent notifications and resources will be sent home in parent's native language, where applicable, and interpreters will be available at parent events and meetings. The district will also utilize translation services, school websites, Twitter, Facebook, local media outlets, SchoolCast, and other message system to post information for parents.

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

The Eufaula City Schools System will consider parental request for additional supports and act accordingly, Parental requests can be made at the school and district level by written or verbal requests. The ECS Code of Student Contact and local school student handbooks provide information related to chain of command, how to set up a parent conference, or how to contact teachers or administrators with concerns or questions. These are provided to students and parents annually in a booklet version.

**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.**

The District Parent Advisory Council will meet quarterly during the 2017-18 school year. During these meetings, teacher training, professional development, and parent and family engagement activities will be discussed. Council members will have opportunities to provide feedback and suggestions for future plans. Parent representatives are also invited to serve on the CSI Through Data Dialogue sessions with Building Leadership Teams, and professional development is part of the planning process to address data deficits.

**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 Eufaula City Schools System will provide funding for activities such as literacy training technology training, etc.... in order to assist parents work to improve their child's academic achievement. The LEA will also provide funding for tools/resources necessary for schools to engage parents in their children's education.

**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.**

The Eufaula City Schools System will work with local schools to provide necessary funding for parent and family engagement activities, including but not limited to, providing transportation and child care to enable parents and family members to participate in school related activities.

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

The District Parent Advisory Council will take on the responsibility of providing professional development for parent representatives from each school. One of the expectations of the District Parent Advisory Council will be to inform other parents at the school level regarding teacher training, professional development, and parent and family engagement activities. In addition, the Eufaula City Schools will host Connecting Homes and Schools Summit where parents can request sessions based on topics surrounding parent and family engagement, culturally responsive, etc.



**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.**

The Eufaula City School System embraces conducting meetings at times that are best suited for optimal parental participation. Annual Title I Parent Surveys provide insightful information regarding ideal meeting times. Parents also have the opportunity to make suggestions and provide feedback at any time. Open Houses and Parent Conference times are set to span a long part of the day to provide parents multiple opportunities to find a time that works for their schedules. Conferences can be arranged before, during, or after school to meet the needs of parents. Administration will conduct in-home visits if the parents do not have transportation or have other issues that prevent them from coming to the school.

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

Eufaula City Schools leadership team is consistently researching innovative models and approaches to strengthen parent and family involvement in our schools and create more opportunities for parent and family participation.

**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.**

The Eufaula City Schools will establish a districtwide Parent Advisory Council comprised of parent representatives from each school's Federal Programs Advisory Committee to provide advice on all matters related to parent and family engagement in Title I programs. Community leaders and business partners will be invited to serve on this council, as well.

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

Eufaula City Schools will invite community members to participate on the District Parent Advisory Council. This council is comprised of parent representatives from each school, as well as members of the community-based organizations and businesses. Roles for all members will be clearly defined prior to the first meeting and communicated both verbally and in written form. Parents are also invited to the fall and spring Tour of Schools and Connecting Homes and Schools Summit.

#### **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.**

The Eufaula City School System uses SchoolCast to verbally communicate with parents in both English and Spanish. In addition, the district offers a translating service to communicate in other languages. Language Line offers interpreters in over 200 different languages. The student/parent handbook is sent home in both English and Spanish. Transact is an additional service funded by the ALSDE and is used for translating school documents in many different languages. The school system also employs 2 English Learner coaches that serve students at all 4 schools with academic needs. Translators are provided to assist parents with parent conferences and school meetings. Instructional resources such as library books, math curriculum, and instructional software programs all have Spanish versions to accommodate EL students as they are learning English.

**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 a sign-in sheet and agenda. The school district will distribute this policy to all parents of participating Title I, Part A children on or before\_**

---

---

**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))