

**Marion County (047) Public District - FY 2024 - Consolidated - Rev 1 - Improvement Planning**

**LEA Consolidated Plan**

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

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

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

**The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to**

**close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. Each local educational agency plan shall:**

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

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

Marion County Schools will teach the Alabama Course of Study standards to all students using our adopted textbooks, iReady (k-8), STAR (9-12), and other supplemental materials. We will give the iReady and STAR assessments a minimum of 3 times during the 2023/2024 school year. This data will feed into iReady and each student will have an Individual Learning Plan (ILP). Students will be assigned lessons on iReady that will be based on the student's goals toward individual growth. Student progress will be monitored through iReady assessments, successful completion of assigned lessons in iReady, and informal and formal teacher assessment.

Principals and Reading Coaches will conduct walkthroughs looking for tiered instruction and using the Alabama Teacher Observation Tool to assess teacher effectiveness. The Central Office team will also visit classrooms to check for evidence of all three tiers of instruction.

**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.

Student progress will be monitored by iReady and STAR assessments given a minimum of 3 times during the year, successful completion of assigned lessons in iReady, and informal and formal teacher assessment. Monthly grade level meetings will be held at each school. Students who score below proficiency will be considered for tier 3

instruction from an intervention teacher. They will also look at DIBELS assessments for kindergarten and first grade, iReady, and formal and informal teacher assessment to determine which students need intervention.

### **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.

Students in need of additional educational assistance will receive tiers 1 and 2 of instruction in the regular classroom and tier 3 instruction by the intervention teacher. These teachers will use, when appropriate, Orton Gillingham strategies, through Reading Horizons and/or iReady ILPs to strengthen deficient skills. Monthly grade level meetings will be held at each school. Students' progress will be monitored by looking at DIBELS progress monitoring for kindergarten and first grade, iReady (K-8) and STAR (9-12), and formal and informal teacher assessment to determine which students need intervention.

### **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.

Principal led training on the components of the Alabama Teacher Observation Tool will be provided for teachers. The system's lead ARI Reading Coach will participate in SDE training and provide turn-around for other Reading Coaches in the system. All coaches will conduct coaching cycles on how to strengthen academic programs.

Central Office Instructional team will monitor schedules to ensure that SDE suggested times are adhered to. We will also monitor data from Freckle to check for academic progress in order to assess growth and achievement. Walk-throughs will be conducted with principals to monitor the effectiveness of instructional practices. Suggestions for growth and improvement will be provided.

**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

A Comparability Report is completed each year to ensure that those schools that are being served with Title I funds are getting comparable funding and services to those schools not receiving Title I funds.

The personnel department has a staffing worksheet that makes it easy to look at the current teachers at each school. This is evaluated to make sure that there are no inequities among our schools. Teachers in Title I schools are properly certified and meet the requirements for effective teachers. If teachers are working under emergency certification, a "Parent's Right to Know" letter is sent to students of that teacher.

Marion County Schools purchases a license each year for Teach-in-Alabama to help us find certified, highly effective teachers. This program has been especially helpful in finding teachers in fields where there are few certified applicants. We also send a Central Office administrator to colleges and universities around the state for their college interview days in an effort to recruit certified, effective teachers to Marion County.

**6. Sec. 1112(b)(3)**

Describe how the LEA will assist comprehensive and targeted support schools with developing and monitoring school improvement plans. The LEA must include the process of rigorously reviewing external providers; aligning school improvement resources with other federal, state, and local resources; and, **as needed**, modifying practices and policies

to provide operational flexibility for schools implementing plans. Section 1003(e)(1).

Will each comprehensive and targeted support school receive all the state and local funds it would have received in the absence of the school improvement funds? Section 1003(e)(2).

We currently do not have any identified comprehensive or targeted support school.

In the past when we had a targeted support school, the LEA Instructional Team communicated the need to be included in planning for continuous improvement. Review of data, instructional practices, and school management were ongoing throughout those years. The CO team met with school administration regularly (minimum of 1 visit/month) to assess progress and identify continued areas of concern. A separate improvement plan was developed targeting areas that led to that designation. Our School Improvement Specialist worked closely with the Reading Coach at that school to identify areas of weakness through analysis of STAR data and Freckle usage and progress being made in ILP's.

#### **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 determination of Title I allocations for each school is decided by the percentage of free and reduced lunch students on the average of the first twenty days of enrollment after Labor Day of the previous school year. These students are considered to be living in poverty. The total number of students enrolled at the school is divided by the number who qualify for free or reduced lunches to establish the percentage. The schools are grade span grouped and placed in rank order prior to determination of allocations. The allocation is then divided by the number of students and this produces the allocation per pupil amount. In our schoolwide programs, all students may benefit from Title I funds through the use of computers, software, and supplemental instructional materials and supplies purchased with Title I funds.

Reflecting the identified needs of the school, Title I instructional services concentrate on assisting students who are most at risk of not meeting the state academic performance standards and in reducing class size. Currently, Title I funds will be used to employ 13.67 full-time teachers, a full time Parent/Community Liaison, and 55% of an

administrators salary. Title I funds will be combined with Title V funds to employ an ESL teacher and a portion of a School Improvement Specialist.

All schools that are being served have a free and reduced percentage ranging from 65.93% to 78.66%. Currently, we serve 4 Elementary Schools, one middle school, and one K-12 unit school. If any of the other schools have a rate of 75% or higher, they will be served. For FY 24 Phillips High School will be added since it had a rate of greater than 75%.

**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

In our schoolwide programs, the Title I planning committee decides the criteria for services from the intervention teachers. Currently, all of our intervention teachers have been trained on Orton Gillingham . Intervention teachers use the strategies in this method to serve children struggling with the tendencies of dyslexia. They also serve students who score below grade level on the iReady assessments on reading and/or math and are at risk of failure.

**9. Sec. 1112(b)(6)**

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

Homeless children and youth will be provided the opportunity to receive a free and appropriate public education regardless of their residency status. 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 Marion County School System has a policy that provides procedural guidelines to ensure that homeless students are not denied enrollment due to the lack of registration documentation at the time of enrollment. All principals and counselors have been trained and know that there are to be no barriers to enrollment for homeless students. Homeless children and youth, including preschool age children, will be enrolled immediately on a temporary basis with permanent enrollment pending obtainment of the necessary documents. The 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.

Marion County Schools employs a full-time Title I Parent/Community 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 homeless liaison has provided school counselors with referral forms for students who are homeless. The county homeless liaison works closely with the counselors to provide homeless students the supplies they need for school. Also, posters have been put in the school to further promote and inform about the homeless education program. Posters are also placed in public areas such as doctors' offices and pharmacies. In August 2023, Mrs. Angela Wilds provided training at New Teacher Orientation, Child Nutrition, School Secretaries, and Transportation meetings. All other employees were offered training through McKinney-Vento.org.

## **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

All Title I elementary schools strive to make the transition from preschool to elementary school as easy as possible. The schools invite preschool programs to bring their students to the school and let the children become familiar with the elementary school setting. Our elementary schools house the preschool programs offered in their communities.

Each spring, all elementary schools have preregistration for Kindergarten. Parents are asked to come and register their children for school. They are provided with information about what to expect when their child starts school, things they can work on with their child, and children are given health screenings. During this time, many children who do not attend preschool programs are given the opportunity to visit the school and meet the teachers.

During the summer of 2023, each Title I elementary school provided the KickStart Kindergarten program to children entering Kindergarten in the fall who had not been to preschool or those who showed a deficit in critical skills on the screener given to all registered children. Data collected proved that the program was a success and we plan to offer it again in the summer of 2024. System-wide there were 69 participants with an 16% gain between the academic pre and post-test and a 20% increase on a behavior matrix.

**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.

N/A

**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.

Three of our five high schools serve grades 7-12, one middle school (grades 5-8), one K-12 unit school, and one high school that serves grades 9-12. As these students transition from their feeder schools, each high school will have orientation sessions for students. All of our high school counselors and our Career Coaches work very closely with Bevill State Community College and Northwest Shoals Community College to provide students the easiest possible transition from high school to postsecondary education. Additionally, each year a college fair is held and all 11th and 12th grade students are transported to the host site. Two and four year colleges and universities participate in the fair. The Career Coaches also arrange college visits for high school students. Career Technical Education collaborates with businesses to provide programs that lead to postsecondary opportunities.

### **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.

The Marion County Career Coaches are scheduled at each high school. They work closely with students helping each one to create an individual four year plan based on their needs. The Career Coaches and all high school counselors work closely with the two community colleges in our area to provide students with dual enrollment opportunities in both academic and technical areas of study.

### **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)

We discourage the use of out-of-school suspension, realizing that students need to be in school every day. Instead, we use ISS (intensive student support) where students remain in the school and complete assignments. When the behavior warrants, according to our code of conduct, students are referred to the Marion County Alternative School where they receive intensive academic and behavioral support.

Marion County has partnered with the Marion County District Attorney's office to start the Helping Families Initiative which began with the 2018/19 school year. The MCBE prevention and support supervisor coordinates with all schools to ensure students experiencing behavior and academic difficulties are referred to that program. The HFI committee explores possible agency options which provide support to these students and their families.

### **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.

Marion County Schools changed our CTE programs eight years ago to reflect high-demand jobs in this area of the state. Programs offered include Health Science Occupations, Business Administration, Finance, Animal Science, General Agriculture, Human Services, Diesel Mechanics , and Project Lead the Way pre-engineering programs at the high school and middle school levels. We have also partnered with Beville State Community College and Northwest Shoals Community College to provide students an opportunity to enroll in technical programs while still attending high school. We have an exceptional working relationship with BSCC and NWSCC. Starting this year, we have two schools who have the opportunity to participate with Winfield City Schools in CTE courses at their career tech center.

**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.

N/A

**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.

Second grade students are screened using the NNAT. If this test shows they are potentially gifted and talented, they are then given the OLSAT which may be followed by the WISC V.

Students who are not identified in second grade but show the tendencies of gifted and talented are referred by classroom teachers.

**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 Librarians in Marion County Schools receive Classroom Instructional Supply Funds. This year all certified employees will receive \$1,000 to use for their classroom or Libraries. They also receive Library Enhancement Funds based on local school enrollment.

**19. Sec. 1112(b)(7)**

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

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

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

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

The Marion County School System agrees to implement the following statutory requirements:

Marion County Schools will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, Marion County Schools will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

Marion County Schools will incorporate this LEA parental involvement plan into its LEA plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Marion County Schools and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the Marion County Schools will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

Marion County Schools will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.

Marion County Schools will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

Marion County Schools will take the following actions to involve parents in the joint development of its LEA parent engagement plan under section 1112 of the ESEA:

- \* Get input from parent leaders to discuss the plan and get their input and suggestions.

- \* At the Annual Meeting of Title I Parents, parents will be given a copy of the LEA plan and informed of their right to suggest changes or offer ideas for the plan. Parents are allowed to make comments if they disagree with any aspect of the plan.

- \* The Annual Meeting PowerPoint presentation will be used at each school.

- \* The LEA plan will be put on the MCBE website as well as each Title I schools' website. Parents will be informed through social media that the LEA plan and their school's plan can be found on both websites. Parents will be informed that they can be involved in the development of the plan by offering suggestions for revision to their parent leader or to the LEA.

2. Marion County Schools will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

\*Each year a Title I School Planning Committee, made up of Title I teachers, regular classroom teachers, counselors, administrators, parent involvement personnel, and parents is formed at each school. After a study of the data and surveys completed by parents, teachers and administrators, the committee members have the opportunity to ask questions, make suggestions for improvements, and make recommendations as to the type of Title I program to be implemented for the coming year. They will discuss how the Title I program at their school will be designed, operated, and evaluated, and they will offer suggestions for any improvements in the Parent Involvement Plan and other topics covered during the meeting. Parents are provided the opportunity and encouraged to participate in these decisions.

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

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

\* The Parent/Community Liaison will facilitate the distribution of a survey in the Spring to all Title I parents to ask for an evaluation of the program offered and to determine barriers to parental involvement.

\* Title I principals will meet with the Parent/Community Liaison, Federal Programs Coordinator, EL teacher, and parents to plan ways to reach parents.

\*Title I schools will hold meetings with teachers, parents, and community stakeholders to develop annual continuous improvement plans that have parental involvement components.



**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.

Marion County Schools will coordinate and integrate parent and family engagement strategies with the following other programs: Pre-school, Head Start, and Principal Collaboration. In efforts to reach all parents, attention is paid to strategically include and invite parents who may be economically disadvantaged or have limited English proficiency. Various social media platforms, which are also shown as a live feed on our websites, are used to communicate system and local school events. Quarterly newsletters and school published handouts are also used to inform parents. Some examples of opportunities of participation include Title I parent meetings, System Federal Programs Advisory meetings, EL Plan meetings, system budget hearings, local parent teacher organizations, local annual continuous improvement planning, open houses, parents and grandparents days, reading to students on designated days, and theater performances. Title I parent surveys are conducted annually to seek input.

**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)

Marion County Schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Schools will construct a survey, based on the SDE template, to gain information from parents concerning the program offered for the current school year. The survey will be provided through Cognia using an electronic link. The link will be sent to parents using a variety of ways including letters home with students and on social media sites. Computers are made available at each school and the surveys are promoted at all school activities in the spring. Information from these surveys are compiled electronically. The results are available to the principals to share with their school's Title I planning team. The results will also be shared with the parent leaders and they will use this information for planning for the next school year. This information will be shared at the Annual Meeting of Parents.

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

Marion County will help meet the needs of parents and family member to assist the learning of their children in a variety of ways.

Parents are encouraged to engage with school personnel and teachers during open house events and our fall parent conference week. We decided that a fall conference day did not meet the needs of our parents. The teacher/parent conference day was still set aside, but the remainder of that school week was used to reach out to parents who did

not attend the traditional conference day. Phone calls, emails, and after school visits were used to inform students of progress and resources available to assist in the learning of their child at home. Open house is held at the beginning of each school year for parents to meet with administrators and teachers. This time is used to provide parents with information about computer based programs that students can use at home for intervention. These intervention programs have instruction components that parents can help their children with. We have an online library program with high interest ability level books that students can use at school and home. Parents are encouraged to read with their children using this resource.

Parents are provided information on how to monitor attendance and grades through a parent portal. These can be monitored daily. This will give parents up-to-date information on student progress.

Newsletters and social media are used to provide parenting tips to help students academically. Also, they provide lists of resources for parents. The ALSDE resources are also shared through these communication tools.

(iii) strategies to support successful school and family interactions

Evaluations help identify appropriate strategies to support successful school and family interactions. Marion County focuses on the culture of each of its community based schools and emphasizes the importance of school/family interactions. Principals lead each local school faculty and staff on ways their school can serve as the hub of the community. Formal and informal family interactions are necessary to the academic and social/emotional success of our students. Communication is a key tool in making sure every parent has the opportunity for these interactions. Many of our school ACIPs mention that student engagement in extracurricular, art, theater, and club activities is the key to attendance and academic success. These, in turn, are building blocks to parental involvement that builds ties to parents and schools.

**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.

Marion County will use the findings of the evaluation described in this section to determine the effectiveness of the parental involvement program to determine whether there has been increased participation and whether there are barriers to greater participation with a focus on parents who are disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority. Findings will be utilized to design strategies for school improvement and, if necessary, revise the parental involvement policies/procedures.

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

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

The Annual Title I Parent Meeting is open to all parents. Two meetings are scheduled and held at each school to maximize parental participation. The ALSDE PowerPoint template is used and includes multiple slides on the rights of parents for budgets and activities. Many schools use a combination of in-person and virtual participation options. The Parent/Community Liaison participates in these meetings.

At the system level, the Federal Programs Advisory Committee is a cross-section of community stakeholders, administrators, a board of education member, parents, and teachers. Parent representatives are selected by each local school principal. Parents of English Language learners from across the system are selected by the EL teacher.

At the school level, the Title I Parent meetings are open to all parents. They are advertised on social media and school produced paper invitations.

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 provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Marion County provides multiple opportunities for parents to better understand the standards, assessments, partnerships, and monitoring of student progress.

[www.mcbe.net](http://www.mcbe.net) is our website link. It was revamped two years ago and has an accompanying app to make it user friendly and more accessible. The "For Families" section has a variety of links including: Board Policies and Procedures, Business and Finance, Forms, Child Nutrition (including menus), Curriculum and Testing, Handbooks and Calendars, Parent and Community Engagement, Staff and Personnel, Student Health, and Technology.

Newsletters are sent to Title I parents quarterly. These contain pertinent information such as upcoming system holidays and dates to remember, assessment dates, assessment tips, instructions on how to monitor PowerSchool grades and attendance, and reading and math tips and resources. Newsletters are also available digitally through our social media sites.

Social media sites include Facebook, Instagram, and Twitter. These are used to post good things happening in our schools, school announcements, upcoming dates to remember, and our newsletters. The Parent/Community Liaison is in charge of the system pages and each school has their own pages. These are linked to our website and app for increased options for viewing.

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.

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.

Parents are able to view student assignments and grades through our student information system. 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. Translation services, such as MasterWord may be used at meetings and on as needed basis may be used to translate invitations to parent meetings.

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.

Marion County Schools, with the assistance of its schools and parents, educates 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 school with help from the parent/community liaison. Partnerships between Title I schools and community-based agencies and organizations are developed to strengthen the parenting component of the Title I program. Parents are encouraged to attend the parent/teacher conferences as well as to schedule parent/teacher conferences at other times throughout the year, as needed. Conferences can also be scheduled with a guidance counselor. Parents are encouraged to get to know their child's teacher and to communicate with him or her throughout the year. Additionally, Marion County Schools will use the school website [www.mcbe.net](http://www.mcbe.net) and the Marion

County Schools App as a sustained means of communication along with newsletters and social media to keep parents informed of school news and updates.

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 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:

- \* Appropriate newsletters will be sent home with all preschool students as well as regular elementary students.

- \* Pre-K parents will be notified of all social media opportunities.

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.

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:

\* The Title I Program ensures that all parents of Title I students receive information and school reports. The EL teacher is fluent in Spanish and we use Google Translate for all languages. TRANSLACT is used to obtain forms in all languages.

\*The Parent/Community Liaison and ESL teachers will provide resources to EL parents. Parents will be shown how to help their child at home and have parenting resources available in their language. The Hispanic parent leader will be on hand to translate as needed.

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

The Parent/Community Liaison coordinates activities on a system level that include parents and outside agencies. Parents are invited to be involved at the school level during special activities, for field trips, and events. Marion County is made up of schools in five communities. These small community schools are the hub of the community and community activities. They are intertwined and work together. Parents are welcome to visit with school administrators and make appointments with teachers to express requests for activities.

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.

Stakeholder meetings involving parents include EL Planning meetings, Federal Program Advisory Committee meetings, Title I Parent meetings, and Annual Continuous Improvement Plan meetings involve parents. In each, discussion is encouraged on areas of improvement. Suggestions are discussed and implemented as appropriate. As an example, during our EL Planning meeting some of the discussion centered on more parent, community stakeholder, and teacher training. Also, during the Federal Programs Advisory meeting, which involves parents, professional development funds and trainings are discussed. Each of the meetings listed encourages parental input on a variety of topics including training.

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.

Literacy training funding may include Title I or Title II funds that will be supplemental to LEA funding sources.

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.

Marion County Schools chooses to offer the following discretionary activities in an effort to build capacity in parents to be involved in the education of their child. These activities are listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times;
- establishing an LEA parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

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

Parent leaders are identified at the Annual Title I Parent meetings.

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.

During the 2022/2023 school year, Marion County Schools used a variety of methods to conduct parent meetings. Individual calls to parents, virtual meetings, texts, and in-person meetings were used for two way communication. Non-traditional and creative methods were brought on by social distancing guidelines and safety protocols, but were found as being effective ways of conferencing with parents. This year, we plan to continue some of these new practices and plan to set aside a week for contacting parents and not limit it to one parent teacher conference day. This will provide even more flexibility.

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

Our approach will continue to be centered around the parent survey used as the needs assessment and using that data to create and implement a continuous improvement plan.

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.

As stated before, we utilize parents in all of our districtwide advisory committees. This provides feedback from a variety of parent groups.

These include:

Budget Hearings

EL Planning Meetings

Title I Parent Meetings

Federal Programs Advisory Meetings

Continuous Improvement Presentations at the MCBE Board Meetings

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

The Parent Community Liaison works with community based organizations and businesses. This would be an avenue to develop appropriate roles for these groups for parent involvement opportunities.

**Sec. 1116(f)**

U. Describe how the Local Education Agency will provide opportunities for the informed participation of parents and

family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

The findings of the annual parent survey and annual Title I Parent meetings will be used as needs assessments to design continuous improvement plans that will be reviewed throughout the year. If the benchmark goals of the plan are not being met, the action plans or the goal itself will be revised to be more effective.

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

Annual Title I Parent Meeting sign-in sheets are evidence. These meetings follow the ALSDE PowerPoint template that includes discussion of the LEA Parent and Family Engagement Policy

The school district will distribute this policy to all parents of participating Title I, Part A children on or before

10/20/2023 

PLAN APPROVED BY (Person or Entity)

Marion County Board of Education

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

## **Assurances**

### **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-

(l) 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))