

# Shelby County School 2022-2023 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.

Each school has a School Leadership Team that is responsible for school-wide planning; they meet regularly to review data, monitor program implementation, and adjust program components to ensure all students meet the state's achievement standards. Schools use PST, grade level PST, REM, data meetings, PLCs, and EL committees to discuss at-risk students and determine the most appropriate educational plan for each students. Walk-through visits will be conducted in all schools to ensure components of the CIP are being implemented.

## 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 CIPs and State Courses of Study provide a framework for teaching and learning in the classroom. Data is analyzed to guide instruction for all subgroups. *ALAKids* is used to assess Kindergarten students at the beginning of the school year. K-8 *iReady* reading and math assessments are administered three times during the year. This assessment is used as a Universal Diagnostic Screener to identify skill deficits and design differentiated intervention instruction and an individualized learning path for each student. A Response to Instruction model is implemented in each school throughout the district. There is an emphasis on differentiated Tier 1 Instruction to include various grouping formats. Comprehensive Core Curricula is used in both reading and math in the elementary grades to meet the ALCOS standards and provide differentiated instruction. Tier II instruction in reading and math is an emphasis within the classroom using data from *iReady* to target instruction.

ACAP provides summative reading and math data for 2nd – 8th grade students; students in grades 4, 6, and 8 will also be tested in science. 10th graders take the Pre-ACT; 11th graders take the ACT with writing; and 12th graders take *ACT WorkKeys*.

**Elementary:** *Open Court Reading* is the Comprehensive Core Curriculum in K-5 for Tier 1 instruction. The spiraled curriculum provides a focus on all areas of English Language Arts to include phonological awareness, phonics, high frequency words, oral language, vocabulary and comprehension. Assessment is connected to instruction at each grade level to monitor student progress and guidance is provided for intervention and English Language Learner support. *i-Ready* Grouping Reports as well as the Alabama Standards Report and Scaffolding Report (2-5) are utilized to target Tier II needs for students who may have foundational needs preventing them from being successful with areas of Tier I Instruction. Growth Monitoring is also utilized as a means to progress monitor our students. *SPIRE* is utilized as our Tier III and Dyslexia Specific Intervention Program. Placement Tests are given to place students into levels that will best meet their needs. Progress is checked along the way with assessments built into the program.

*enVisionMathematics/SavvasMathematics* is used as the Comprehensive Core Curriculum in K-5. The curriculum combines problem-based learning with visual learning. Students gain a deeper, clearer, understanding of math concepts with visual models and scaffolds in every lesson. Each topic includes an assessment that measures student understanding in Tier I. The *i-Ready Prerequisite Report*, generated from the *i-Ready Diagnostic* data, helps teachers identify students' prerequisite learning needs. recommendations from the *Prerequisite Report* helps teachers plan Tier II and Tier III instruction that is differentiated based on students' individual learning needs. Other informal measures provide formative assessment data for K - 5 students.

**Secondary:** Small group instruction targeted to meet individual student needs is another strong component of our intervention model. Tier II programs used in the secondary grades to meet individual student needs include: *MyPath* from *Edgenuity*; *Edgenuity*; McGraw-Hill Foundations program for math grades 6-8, Algebra 1, and Geometry; *NewsELA* and *CommonLit* on-line programs for reading comprehension and literacy strategies; *CK-12*, *Curriculum Pathways*, and *Delta Math* on-line programs for math fluency and other math topics. Additional support may be provided by supplemental staff through Title I-A. These may include in- or after-school tutors, additional reading or math coaches and/or math or reading interventionists. If students are not successful in the classroom, a referral to PST/REM may be made.

### **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.

Each school in Shelby County has developed and implemented an at-risk plan to provide additional assistance to individual students who experience difficulty. The at-risk plan is included in each school's Annual Improvement Plan (AIP).

Assistance is provided through in-school or after-school tutoring, summer school programs, and/or evidence-based strategies designed to meet identified needs of individual students. ELs are supported through ESL classes in all schools, provided with local funds. They are also eligible for the intervention programs provided by the school or LEA. Homeless students may receive tutoring through the McKinney-Vento Homeless Education Grant. Funds are available for transportation for students in foster care who need it in order to attend their school of origin. Multi-tiered systems of support are utilized to help students experiencing academic or behavioral challenges. ARI, dyslexia, small group instruction, and other intervention strategies are used to provide in-class assistance. Resource teachers, in-school tutors, reading coaches, math coaches, and intervention teachers are hired at some schools to work with small groups and/or individual students. Instructional staff are available to provide assistance with professional development, classroom management, reading and reading strategies, and other issues in which teachers need support.

### **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.

Each Shelby County school has a Leadership Team consisting of administrators, teachers, and parents. In September, the teams come together to analyze student data and write their school's Annual Improvement Plan (AIP). In February, they meet again to monitor goals/activities/strategies to ensure they are on target and to meet reading, math, and culture goals. In June, they meet to evaluate the AIP. When possible, two Data Days are added to the district calendar for schools to meet, discuss formative assessment results, and make instructional decisions to improve student learning. In addition, school teams meet throughout the school-year to discuss formative assessment results and make instructional decisions to improve student learning. Coordinators, Program Area Specialists, and Instructional Coaches meet with administrators to determine which reports from iReady, ACAP, and any interim assessment data they will share with teachers, to analyze best practices to address students' needs.

### **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

In accordance with Title I-A of the No Child Left Behind Act of 2001, reauthorized by ESSA in 2015, parents of students attending a Title I-A participating school may request information regarding the professional qualifications of their child's teacher(s) or the qualifications of paraprofessionals providing services to the child.

Notification will be made to parents by including the form in weekly folders or via mail. Parents will also receive notification in the Title I-A Parent Information Handbook, which is sent home with each child in Title I-A schools. Response to parent requests will be made within ten working days. Copies of the response will be retained at the local school as well as at the central office level. Title I-A Principals will be designated as the contact person for their school. Information on teacher credentials is provided on the Federal Programs web page. Title I-A schools will provide parents with information about their child's level of achievement on annual state assessments and timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is teaching out of his/her certified

area. Notification will be sent home in weekly folders within five working days after the four week assignment has occurred. Title I-A Principals will be responsible for notification. Copies of the notification letter will be retained at the local school as well as in the district's Federal Programs office. All notices and information will be, to the extent practical provided in a language that parents can understand.

#### **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

None of our schools have been designated as Comprehensive Support or Targeted Support Schools for the 2022-2023 school year.

#### **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 poverty criteria used to select eligible attendance areas will be the number of children eligible for free or reduced meals under the National School Lunch Act. Schools will be determined eligible based on the system's average percentage of poverty and with at least 35% of the children from low income families. Schools will qualify in rank order based on grade span grouping. Only elementary schools with at least 40% free/reduced lunch count are served at this time. Presently, Shelby County serves six elementary schools and one intermediate school.

**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

Six elementary schools and one intermediate school have developed school-wide plans (AIP), and services will be provided for all students based on the AIPs. These plans were developed according to the ten components of a school-wide program as outlined in Section 1114(b). The plans include, but are not limited to, the following programs, strategies, or models: ALA Kids, Alabama Reading Initiative (ARI), Alabama Math, Science, Technology Initiative (AMSTI), Open Court Reading, HMH (Houghton Mifflin Harcourt) Math, PathBlazer, iReady, Edgenuity, SchoolsPLP, AL TEAM Program (Teacher Excellence and Accountability for Mathematics and Science) teachers, in-/after-school tutoring, summer school, small group instruction, explicit phonics instruction, integration of multi-sensory strategies, Comprehension Toolkit, leveled text, Alabama Literacy Act, and the Shelby County English Language Arts Spiraled Standards Curriculum Map. Children living in local institutions for neglected or delinquent children, foster children, and children who are deemed eligible for McKinney-Vento Homeless Education Support will have full and equitable access to all of these programs, strategies, or models.

**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.).

Students are identified by school guidance counselors, registrars, Student Services Department personnel, district homeless liaison, district social workers, and social service agencies. These students are referred to the Homeless Liaison, who will review the case, determine eligibility, and coordinate appropriate assistance. Services will include academic assistance, tutoring, school supplies, contracts for extended day and/or summer programs, personal hygiene items, transportation to school of origin or locally zoned school (as deemed in the student's best interest) clothing items, field trips, schools fees, dues, and access to emergency medical or dental care, medication, and mental health services. Homeless students attending Title I-A schools will be eligible to participate in any programs funded by this grant. Funds are set aside in the Title I-A budget for homeless students. Homeless students will have full and equitable access to all programs provided by the Shelby County Schools.

**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

Three of our Title I-A schools have Pre-K programs using OSR, Title II, and local funds: Shelby Elementary, Vincent Elementary, and Wilsonville Elementary. No Title I funds will be used for Pre-K this year. Pre-K activities are developmentally appropriate, focusing on all domains (social, emotional, cognitive, linguistic, and physical). All three programs adhere to the Office of School Readiness Guidelines. The purpose of the Pre-K program is to provide young children with the early learning experiences that will enable them to meet academic standards. The Pre-K program is an integral part of the school setting, providing weekly library, art, and music time each week. Our schools coordinate with local Head Start Programs to transition preschoolers to Kindergarten, invite parents of preschoolers to visit the school, offer opportunities for the Head Start teachers to attend in-person or virtual professional development at the school. Our Title I-A schools that have Kindergarten also partner with the HIPPPY (Home Instruction for Parents of Preschool Youngsters)Coordinator to share information about HIPPPY with their parents.

**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.

Shelby County has no targeted assistance schools for the 2022-2023 school year.

**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.

We do not use Title I-A funding for these strategies. Faculty, staff, and leadership in each of our secondary schools work to ensure effective transition for students as they enter and exit high school. Schools engage in intentional transition efforts for incoming freshmen. These purposeful, on-going efforts target our youngest students with the goal of instilling quality habits and equipping them to succeed in a new school environment. Our students are afforded the opportunity to participate in MyFuture program, a program designed to afford graduating seniors a chance to polish, hone, and demonstrate the relational skills so valued by post-secondary education and employers alike.

**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.

We do not use Title I-A funding for these strategies. All high schools in our district afford students the opportunity to pursue college credit while still enrolled as high school students. We have worked hard to establish articulation agreements with a variety of post-secondary institutions, and great care has been taken to ensure curricular integrity. Many college courses are offered to our students, both well-rounded education and elective, and participation continues to grow in these dual enrollment opportunities. Students begin using the career planning system in middle school to map out their plan and courses based on their interests and abilities. These are re-evaluated and updated each year thereafter. Two Career Coaches are in all of our middle and high schools one to meet with students, assisting them with student career planning, job shadowing, and internship opportunities. They are in high schools one day per week and in middle schools bi-weekly.

**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)

In an effort to minimize the loss of class time as a result of student disciplinary consequences, the Shelby County School System conducts reviews of individual school data in terms of total incidents of student misconduct that have occurred and how the local school has addressed the student misconduct with the application of disciplinary consequences. Additionally, throughout the school year, on-going training and support is provided to building administrators regarding student management best practices. With regard to specific student subgroups such as children with learning differences,

the student's Special Education IEP team or EL LEP team works collaboratively with building administration in an effort to provide appropriate supports for the student while minimizing any loss of class time.

**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.

Shelby County Schools offers Career and Technical Education programs in each of its middle schools and high schools throughout our system. All students have access to these courses. Shelby County Schools also has a Career and Technical Educational Center (CTEC) that has eleven programs available for 10<sup>th</sup>-12<sup>th</sup> graders. Transportation is provided from students' home school. The students can obtain credentials, and have opportunities for apprenticeship, internships and jobs as a result of these programs. Students and teachers are exposed to industry tours and speakers from businesses within the community. Many of these programs are high-demand in our state and, therefore, lead to high-wage jobs. The programs are based on demands and interests. We work closely with Central VI Workforce development, 58 Inc., and our school board to make these decisions. All CTE teachers also have an advisory council comprised of local businesses that helps them stay connected with respective programs to ensure that the correct industry information is taught and shared with students.

**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 Career and Technical Education (CTE) program has an advisory committee that meets formally a minimum of two times per year. These committees are composed of local business and industry partners. They give input into the program of work that is implemented throughout each year. The CTE Administrator also has a broader based committee that is kept informed about the requirements of Perkins Grant funding (Carl D. Perkins Career and Technical Education Act of 2006, reauthorized in 2018) and the implementation of new programs, These partners are consulted when teachers have questions about industry standards and often assist in the placement of students in our cooperative education program. Communication between the advisory committee and CTE teachers is one of the most effective strategies we use to assess the needs of our programs as well as areas for growth and development. They also offer information about the best credential to offer in their area of expertise.

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

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

Title I-A funds are not utilized to identify and serve students who are gifted and talented. Shelby County Schools follows the guidelines set forth from the Alabama State Department of Education with regard to identifying and serving students who are gifted. The district employs teachers who directly serve students who are identified as gifted and talented. These teachers go into all second grade classrooms to provide a "planned experience" as part of the ALSDE guidelines for 2nd Grade Child Find. As a result, each second grade student is considered as a potential gifted and talented student. At any point, parents or teachers can refer a student to be screened for gifted services. The district implements a variety of service delivery options from consulting in grades K-2, a pull-out model for enrichment in grades 3 -5, a gifted education

content class in the middle grades, and indirect services for high school students. Additionally in high school, the district provides a wide variety of AP courses and multiple, dual enrollment opportunities.

**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.

We do not use any Title I-A funds for these strategies. Library Media Specialists at each school have the autonomy to select books that will enhance the literary collection and support the needs of the school and community. Library Media Specialists follow these guidelines when building a collection to support student achievement: Supplemental learning resources shall take into consideration the varied interests, abilities, socio-economic backgrounds, cultural contexts, learning styles, and emotional development of the students; supplemental learning resources should stimulate growth in literacy through processing and synthesizing information, factual knowledge, literary appreciation, aesthetic values, critical analysis, citizenship, and/or character development; supplemental learning resources shall speak to different sides of issues so that students, under guidance, can practice and develop skills of critical analysis and make informed judgments in their daily lives; resources will attempt to reflect the history, culture, and perspectives of societies, inclusive of women and men, individuals and groups from various racial, cultural, ethnic, social, and religious backgrounds, and persons with disabilities and; in cases where biased instructional resources might be used in a formal setting, they shall be used in a manner that helps students gain insights into the existence of bias in both print and non-print resources.

**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).

During the 2022-2023 school year, parents of Title I-A schools will be given the opportunity to participate in in-person or virtual literacy and math events. Beginning literacy resources will align with the Alabama College and Career Ready Standards (CCRS). Literacy resources will have activities for the parent and child to do together at home. The math resources will align with concepts found in the Alabama CCRS and taught through AMSTI; they will provide school-home extensions as well. The district provides a link on the Shelby County Schools web page under Student and Parent Resources to the Parent Institute newsletter, "Helping Children Learn" which includes parenting tips and strategies. Links to other websites for parents are also included on the district web page under the Technology home page. The district provides extensive resources aligned with our curriculum on the eLearning Parent Site. Local schools will offer workshops at various times on literacy, math, and technology as needed and appropriate. The district began a Family Engagement Academy (FEA) in the fall of 2015-2016. The academy will be held at least every other year; it will be held during the 2022-2023 school year and will offer 3 meetings in each school community focused on reading, math, technology, and social/emotional well-being. Each FEA session focuses on a topic to support family engagement and student success. Additionally, each session provides opportunities for families to talk with other families about current issues as well as

strategies to take the information back to their school communities. Two parent representatives from each Title I-A school are invited to be members of the Shelby County Schools Parent Advisory Committee. The committee meets at least twice each year. Among their responsibilities are reviewing and making needed revisions to the Shelby County Schools Parent Engagement Plan. Each Title I-A school also has a Parent Advisory Committee that meets at least once each year. This body also reviews the school's Parent-School Compact and makes needed revisions.

**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. During the 2022-2023 school year, parents of Title I schools will be given the opportunity to participate in literacy and math events. Beginning literacy resources will align with the Alabama College and Career Ready Standards (CCRS). Literacy resources will have activities for the parent and child to do together at home. The math resources will align with concepts found in the Alabama CCRS and taught through AMSTI; they will provide school-home extensions as well. The district provides a link on the Shelby County Schools web page under Student and Parent Resources to the Parent Institute newsletter, "Helping Children Learn" which includes parenting tips and strategies. Links to other websites for parents are also included on the district web page under the Technology home page. Local schools will offer workshops at various times on literacy, math and technology as needed and appropriate. The district began a Family Engagement Academy (FEA) in the fall of 2015-2016. The academy will be held at least every other year. Each FEA session will focus on a topic to support family engagement and student success. Additionally, each session will provide opportunities for families to talk with other families about current issues as well as strategies to take the information back to their school communities. Two parent representatives from each Title I school are invited to be members of the Shelby County Schools Parent Advisory Committee. The committee meets at least twice each year. Among their responsibilities is reviewing and making needed revisions to the Shelby County Schools Parent Engagement Plan. Each Title I school also has a Parent Advisory that meets at least once each year. This body also reviews the school's School-Parent Compact and makes needed revisions.

**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.

Shelby County Schools has a parent engagement policy and plan that covers the requirements of NCLB, reauthorized by ESSA in 2015. A county-wide Parent Advisory Committee evaluates, revises and approves the plan annually. Each Title I-A school also has a parent and family engagement plan included in the AIP. Separate funding is provided to Title I schools to carry out parental involvement activities. Communication between school and home is supplemented and enhanced through Title I-A resources. To promote family participation in reading and math, the LEA offers literacy and math events for parents. Beginning literacy concepts will align with the Alabama College and Career Ready Standards (CCRS). The district provides extensive resources, aligned with our curriculum, on the eLearning Parent Site. Parents attending the workshop will be given literacy resources to take home. These resources will have literacy activities for the parent and child to do together. The math resources will also be aligned with concepts found in the Alabama CCRS taught through AMSTI; they will provide school-home extensions as well. Literacy book bags are sent home with books and literacy activities for families to do together in grades K-5.

The Federal Program Supervisor: collaborates with other district leadership to coordinate parent engagement activities for the district level and; supports schools as they develop and implement their school plans. Parents are active participants in the planning process at both the school and district level. School-Parent Compacts include the required components

that are grade-specific and are retained in the teachers' classrooms for use by teachers in working with Title I-A participating students and parents

**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)

Each year the District Parent Engagement Liaison will form a committee comprised of two parent representatives from each Title I-A school to form the District Parent Advisory Committee. Contact by mail, email, and/or phone will be made to secure the participants of the committee. An invitation will be sent, along with a copy of the current District Parent Involvement Plan, to each member before the annual meeting. In the meeting, sign-in sheets or electronic signatures, an agenda and meeting notes will be kept. The Plan will be reviewed by all members of the committee during the meeting, and suggestions for revisions will be discussed. Parent surveys are made available in both English and Spanish. Information may be translated as needed by the Shelby County ESL Department. Interpreters are provided, as needed, for meetings for parents who do not speak English. Materials will be provided in an understandable format. Local schools hold ESL parent information sessions. Information is given to parents on various topics, and parents are given an opportunity to ask questions.

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

The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following: State's College and Career Readiness Standards (CCRS); state and local academic assessments including alternate assessments; requirements of Title I, Part A; how to monitor their child's progress and; how to work with educators. The aforementioned information will be disseminated through an annual meeting of parents of Title I-A students and in-person or virtual parent workshops about various topics that are provided throughout the year. A variety of parent resources are available on the Shelby County Schools website. In October, Shelby County Schools participate in the Alabama Statewide Parent Visitation Month. Local schools offer various in-person or virtual workshops associated with standardized testing, and/or helping children with homework, curriculum, etc. These workshops are based on specific school needs and parent survey results. Schools offer a Meet the Teacher Night and/or Open House to discuss classroom policies, teacher conferences and strategies to help their children at home. Progress updates are sent home to parents on a regular basis. These updates provide information related to the CCRS for every subject during a designated period of time. All parents of Title I-A students will participate in an in-person or virtual parent-teacher conference and/or a student-led conference at least once annually. These conferences will be provided at differing times, according to needs of the parents. Before school, afternoon, and late afternoon conferences will be offered as necessary to accommodate parents' schedules. Information will be shared about how progress monitoring is occurring throughout the year.

(iii) strategies to support successful school and family interactions

Each Title I-A school will hold an annual meeting for parents of Title I-A students. Workshops will be provided for parents throughout the year on various topics. In October, Shelby County Schools participate in the Alabama Statewide Parent Visitation Month. Local schools offer various in-person or virtual workshops associated with standardized testing, and/or helping children with homework, curriculum, etc. These workshops are based on specific school needs and parent survey results. Schools offer a Meet the Teacher Night and/or Open House to discuss classroom policies, teacher conferences and strategies to help their children at home. Progress updates are sent home to parents on a regular basis. These updates provide information related to the CCRS for every subject during a designated period of time. All parents of Title I-A students will participate in an in-person or virtual parent-teacher conference and/or a student-led conference at least once annually. These conferences will be provided at differing times, according to needs of the parents. Before school,

afternoon, and late afternoon conferences will be offered as necessary to accommodate parents' schedules. Information will be shared about how progress monitoring is occurring throughout the year.

**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.

Revisions recommended by the Parent Advisory Committee will be made and a copy of the Plan will be sent to each committee member. The local District Parental Engagement Plan will be available on the Shelby County Schools website. A listing of possible barriers to parent involvement will be generated by the committee. The district liaison's role will be a facilitator in this discussion. This committee will convene before the first semester break of each year. An additional District Parent Advisory Committee meeting will take place before the end of the second semester. At this time, further revisions will be made to the district Parent Involvement Plan for the next school year as needed. Parent surveys from the ALSDE will be utilized. Surveys will be sent in a language parents can understand.

**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 Shelby County Board of Education agrees to implement the following statutory requirements: The school district will put into operation programs, activities and procedures for the engagement 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, the school district 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. The school district will incorporate this district-wide parental involvement policy into its Local Education Agency (LEA) plan developed under section 1112 of the ESEA. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district 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 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 school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education. The school district will involve the parents of children served in Title I Part A schools in decisions about how the one percent (1%) of Title I, Part A funds reserved for parental involvement are spent, and will ensure that not less than 90 percent (90%) of the one percent (1%) reserved goes directly to the schools. The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I-A 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, ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; 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; and the carrying out of other activities, such as those described in section 1118 of the ESEA.

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.

The District Parent and Family Engagement liaison will assist each school with implementing quality parent engagement programs by: meeting with the local Title I Committee annually and Parent Advisory Committees as needed; providing workshops on assessment data as requested; providing resources to increase family engagement in the local schools and; coordinating district-wide Title I family literacy education training and family math education training as requested. Parents who attend literacy/math events will be given resources that include activities they can do at home with their child. A parent survey will be distributed to each school; results will be calculated and analyzed. These results will be used by both local committees as well as by the District Advisory Committee. Parents will be informed of the survey results. 2021-2022 parent survey results for each Title I-A school are posted on the school website and published in each schools' Title I-A handbook that will be printed, bound and sent out to all parents. A copy will also be available in the library for parental perusal.

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.

During the 2022-2023 school year, parents of students in Title I-A schools will be given the opportunity to participate in in-person or virtual literacy and math events. Beginning literacy resources will align with the Alabama College and Career Ready Standards (CCRS). Literacy resources will have activities for the parent and child to do together at home. The math resources will align with concepts found in the Alabama CCRS and taught through AMSTI; they will provide school-home extensions as well. The district provides a link on the Shelby County Schools web page under Student and Parent Resources to the Parent Institute newsletter, "Helping Children Learn" which includes parenting tips and strategies. Links to other websites for parents are also included on the district web page under the Technology home page. Extensive resources, aligned with our curriculum are also available for parents on the district's eLearning Parent Site. Local schools will offer in-person or virtual workshops at various times on literacy, math and technology as needed and appropriate. The district began a Family Engagement Academy (FEA) in the fall of 2015-2016. The academy will be held during the 2022-2023 school year and will offer 3 sessions in each community focused on reading, math, technology, social learning, and emotional well-being. Each FEA session focuses on a topic to support family engagement and student success. Additionally, each session provides opportunities for families to talk with other families about current issues as well as strategies to take the information back to their school communities. Effective, safe use of technology is addressed.

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.

Each year Title I-A schools will distribute a survey to parents. The 2021-2022 survey was created on the COGNIA database and created by the ALSDE. Among the items were open-ended response items where parents could indicate: workshop topics that they would like to see offered; preferred time of day to participate in workshops; suggested times for evening meetings and; alternate locations for parent meetings. Materials, resources, and information about various parent engagement topics will be provided to principals. Information will be provided to PTOs or other parent groups as requested.

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.

Each school will make parent resources available in a location that can be readily accessed by all parents. Materials provided in this area may include pamphlets, books, videos, and other media on parenting topics such as: appropriate discipline; ADHD; the needs of various learners such as students identified as gifted or those with special needs and; other topics that parents list on the parent survey. Preschool students housed in local school buildings will be included in all activities involving parents, as other parents of K-5 students are. HIPPY (Home Instruction for Parents of Preschool Youngsters) is available to parents of 3 and 4 year olds in Calera, Columbiana, Montevallo, Shelby, Vincent, and Wilsonville areas. The HIPPY program educates parents about how to work with their children; it also includes in-person or group meetings for parents.

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.

Parent surveys are available in both English and Spanish. Information may be translated as needed by the Shelby County ESL Department. Interpreters are provided for meetings for parents that do not speak English, as needed. Materials are provided in an understandable format. Local schools hold in-person or virtual ESL parent information sessions. Information is given to parents on various topics, and parents are given an opportunity to ask questions.

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

Each school will make parent resources available in a location that can be readily accessed by all parents. Materials provided in this area can include pamphlets, books, videos, and other media on parenting topics such as: appropriate discipline; ADHD; the needs of various learners such as students identified as gifted or those with special needs and; other

topics that parents list on the parent survey. Extensive resources, aligned with our curriculum, are available on the district's eLearning Parent Site. Preschool students housed in local school buildings will be included in all activities involving parents, as parents of K-5 students are. HIPPY (Home Instruction for Parents of Preschool Youngsters) is provided to parents of 3 and 4 year olds in the Calera, Columbiana, Montevallo, Shelby, Vincent, and Wilsonville areas. The HIPPY program educates parents about how to work with their children; it also includes group meetings for the parents.

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.

A parent representative for each school serves on our Continuous School Improvement Leadership Teams, which meet in-person or virtually 3 times per year to analyze data and create plans to ensure we are on target to meet our goals. We do not use Title I-A funding for these strategies. A parent representative serves on our Strategic Planning Leadership team.

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 district is committed to supporting the Family Engagement Academy, which focuses on reading, math, technology, social, emotional, and academic learning for families. Resources will be purchased for each of the 3 Family Engagement Academy sessions including books, math manipulatives, learning games, and flash cards to support families in promoting learning and academic success.

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.

Shelby County Schools will provide free resources to parents at the Family Engagement Academy. Parents are welcome to bring their children to sessions (thereby avoiding expenses for child care). Family Engagement Academy sessions will be offered in each school community to lessen the need for travel and transportation.

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

The Family Engagement Academy will include intentional opportunities for parents to reflect and to interact with one another about what they are learning, how they can translate that into practice with their children at home, and how they can share their learning with other parents

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.

Shelby County Schools make a conscious effort to increase parental opportunities to engage in in-person or virtual school events and activities. Parent survey results will be used to develop alternate conference times. Phone conferences, Google Meets, Zoom, etc. may be utilized for parents who are unable to attend conferences at school. No Title funds are used for this initiative.

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

The district parent and family engagement liaison will develop a committee comprised of two parent representatives from each of the Title I schools. Parents will sign a sheet stating attendance or their electronic signatures will be used. An agenda will be given to each parent and minutes of the meeting will be kept by a member of the committee. The previous year's policy will be disseminated to parents for review before the committee meetings. At the meeting, the plan will be reviewed, discussed, and evaluated. Parent surveys from each Title I-A school will be reviewed. Revisions will be made according to the committee's recommendations. Moreover, the district liaison will form a Family Engagement Advisory Committee to specifically review parent surveys, collaborate to provide resources and information to parents, and plan the 2022-2023 Family Engagement Academy.

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.

Every Title I-A school has a Parent Advisory Committee. Each year, this committee meets to evaluate, make recommendations, and approve the local Title I-A Parent and Family Engagement Plan. When preparing the local Title I-A Plan each year, at least one parent is included on every local school team. This parent(s) is given the opportunity to provide information and suggestions representing the parents from that Title I-A school. All meetings are documented with agendas, sign-in sheets or electronic signatures, and meeting minutes. The Shelby County Schools Parent Advisory Committee is composed of 2 parents from each Title I-A school; these parents will be contacted by the school principal

and recommended for membership on the committee. Once the parents' names and contact information have been shared with the district parent and family engagement liaison, an invitation to attend the Parent Advisory Committee meeting will be mailed to them; it will also include the most recent Parent and Family Engagement Plan for their review. A follow-up email and/or phone call will be made to confirm receipt of the invitation. A similar process will be used for the spring meeting.

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

Shelby County Schools partner with many community based organizations as well as businesses. Among these partnerships are shared responsibilities with the Department of Human Resources, Shelby County Drug-Free Coalition, Owen's House, the United Way, Compact 2020, Big Brothers, Big Sisters, Shelby County Children's Policy Council, and countless other for-profit and nonprofit agencies. An example of one partnership includes the Character in Action (CIA) Award given monthly to one student per school in each zone of our district. Character in Action is a student award created through a community partnership between the Shelby County Juvenile Court, the Shelby County District Attorney's office and the school systems of Shelby County. The goal is to strengthen community partnerships and create a community culture in which behaviors such as respect, honesty, and kindness are modeled, taught, expected, and celebrated. The district is a vital part of Compact 2020. Compact 2020 is an initiative of the Shelby County government and several cities within the county, as well as the school districts. Compact 2020 has three organizational divisions: education, prevention and intervention, community liaison team, and the drug enforcement task force. As a result of the school district's partnership with this organization, a new drug prevention curriculum for sixth graders was implemented a year ago in all middle schools. Compact 2020 provided a guest speaker to talk with PTO leaders from each school to share about drug trends and activities our youth are experiencing as well as to share how parents can be a part of prevention. The "Prevention Minute" videos are short, one minute videos produced by Compact 2020 that provide awareness and tips regarding mental health and drug prevention. Links to these videos are emailed to parents via the schools' ListServ.

#### **Sec. 1116(f)**

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

The District Parent Engagement Liaison will form a District Parent Advisory Committee comprised of two parent representatives from each Title I-A school. Contact by mail, email, or phone will be made to secure committee participants. An invitation will be sent, along with a copy of the current District Parent Engagement Plan, to each member before the annual meeting. Sign in sheets or electronic signatures, an agenda, and meeting notes will be kept for each meeting. The Plan will be reviewed by all members of the committee during the in-person or virtual meeting, and suggestions for revisions will be discussed. The revisions will be made and a copy of the Plan will be sent to each committee member. The local District Parental Engagement Plan will be available on the Shelby County Schools website. A listing of possible barriers for parent involvement will be generated by the committee. The district liaison's role will be to serve as a facilitator in this discussion. This committee will convene before the first semester break of each year. An additional District Parent Advisory Committee meeting will take place before the end of the second semester. At this time, further revisions will be made to the district Parent Involvement Plan for the next school year, as needed. Parent surveys will be revised during the annual fall meeting for the upcoming year. Surveys will be sent in a language parents can understand. Arrangements will be made to have interpreters present at the meeting, if needed.

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

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 documentation of the Parent Advisory Committee meetings held November 10, 2021 and May 5, 2022. The school district will distribute this policy to all parents of participating Title I, Part A children on or before November 15, 2022.

The school district will distribute this policy to all parents of participating Title I, Part A children on or before December 2022

**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-

(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))