

2018-2019 Madison City Schools 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.

To determine the success of children served in Title I Targeted Assistance schools in meeting the State student academic achievement standards and to provide information to teachers, parents, and students on the progress being made toward meeting the standards, the five (5) elementary TA schools administer the following assessments as required by the Alabama State Department of Education (ALSDE):

1. *Scantron – Reading, Math, and Science, GR 3-5*
2. *Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs 2.0), GR K-5*
3. *Alabama Alternate Assessment (AAA) – GR 3-5*

In addition to the state-mandated assessments, Madison City Schools TA schools administer several high-quality student academic assessments. The additional assessments are used to assist in diagnosing, teaching, and learning in the classroom to best enable all students (including Title I students) to be successful while accessing the general curriculum. The results of several locally administered assessments contribute to the identification of students who are experiencing difficulty with academics or may be at risk of math and/or reading failure and are used as an indicator when ranking students for Title I eligibility. Other assessments include but are not limited to the following:

Assessment	Heritage	Horizon	Madison	Rainbow	West Madison
Dynamic Inventory of Basic Early Literacy Skills (DIBELS NEXT)	X	X	X	X	X
Progress Monitoring (DIBELS NEXT)	X	X	X	X	X
STAR Reading (or STAR Early Literacy)	X	X	X	X	X
Fry Sight Word Assessment	X	X	X	X	X
San Diego Quick Sight Word Assessment	X	X	X	X	X
McGraw-Hill "Wonders"	X	X	X	X	X
Envision Math	X	X	X	X	X
STAR Math	X	X	X	X	X
Core Phonics Screener	X	X	X	X	X
Written Spelling Inventory	X	X	X	X	X
Reading Passages Assessment	X	X	X	X	X

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.

The results of state Scantron, AAA, and Access for ELLs 2.0 assessments as well as results from several locally administered assessments contribute to the identification of students who are experiencing difficulty with academics or may be at-risk of math and/or reading failure and are used as an indicator when ranking students for Title I eligibility. Administration of the above assessments provides consistency within the Title I Targeted Assistance schools and assists in the identification of students that are at-risk academically.

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.

General education, EL, Special Education teachers, reading coaches, administrators, and Title I Intervention Specialists (TIS) at each TA school collaborate to analyze the state and local assessment results. The TISs participate in grade level data meetings where each at-risk student is identified. As part of the team, they assist with the identification of developmentally appropriate scientific research-based (SRB) strategies to be used with at-risk students. The information gathered at the data meetings also gives the local Response to Instruction (RTI) Team members additional information in determining the need for further testing to determine if a child meets eligibility requirements for special services.

Students who are at risk of academic failure and are identified for intensive intervention, will be provided immediate interventions and support utilizing small group interventions, SPIRE, Classworks, and individualized tutoring services in reading and mathematics. Student progress is assessed on a regular basis, and student groups are adjusted as needed based on individual student progress and needs. The progress of students in kindergarten through third grade that are rated "at-risk" on the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS NEXT) is monitored each week. All K-1 grade students in Madison City Schools receive a progress report every four weeks. Students in grades 2- 5 receive a progress report every three weeks. Title I interventionists collaborate with general education, EL, and Special Education teachers in the reporting of progress for these documents which serve as written communication to parents.

EL students who are identified to be most at-risk of academic failure are invited to participate in EL Summer Program focused on rigorous math, English, and language acquisition instruction. The goal of this program is to prevent summer slide and offer supplemental support to student most at risk of academic failure.

Parents are made aware of student assessment results through the dissemination of parent reports, parent meetings, and one-on-one parent conferences. Parents of Title I students are provided a copy of their child's scores (if such a report is generated). In addition, parents are provided training on how to interpret the scores. They are also made aware of the grade specific content standards their child is required to master and are offered support and guidance to build parent capacity to support their child's learning.

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.

District and school staff, teachers, and leaders will collaborate with each other and with other districts and professional organizations to stay abreast of current research and evidence-based strategies that are effective in improving student learning and conditions for academic success. District and school staff, teachers, and leaders will participate in rigorous and ongoing professional learning aligned with the district and school goals and needs. Based on the collaboration, networking, and professional learning outcomes, staff will work to identify and implement best instructional strategies to strengthen academic programs and improve school conditions for student learning. These activities will include improving quality of instruction, addressing multiple the needs of individual learners, providing intervention and acceleration where needed, involving community, and engaging parents to build capacity for supporting their children and their learning. There will be continued emphasis on strategies designed to assist teachers and leaders in improving reading and math instruction for all learners.

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

Madison City School System has developed a rigorous teacher recruitment, selection, and hiring process ensuring that all students in the district are taught by effective and highly-qualified teachers with certification required by the Alabama State Department of Education for the grade or subject taught.

While many teachers in the district have extensive teaching experience, the district welcomes new teachers and invests in onboarding and developing these teachers to become true experts in their field. New teachers are paired up with an experienced and trained mentor immediately after being hired. Additionally, all new teachers participate in the New Teacher Orientation and mentoring program. The new teacher mentoring program provides differentiated learning and support through several instructional and mentoring strands offered to all newly-hired teachers during their first 3 years of teaching with the district.

All teachers in the district are certified in their field, and all paraprofessionals meet or exceed state and federal guidelines for the paraprofessional qualifications defined by the Alabama State Department of Education for teachers and paraprofessionals. All current and future Title I interventionists are required to meet highly qualified standards. In addition, any paraprofessionals, that may become employed, will be required to meet highly qualified standards. All future Title I paraprofessionals will be under the direct supervision of the administrators at Title I Targeted Assistance schools. The administrators will ensure that services provided to students utilizing paraprofessionals are provided under the direct

supervision of a highly qualified teacher.

Current job postings state that those eligible for the position must meet highly qualified standards. This information is verified through the Personnel Department prior to School Board action on employment.

District personnel department works closely with all district and school leaders to review teacher qualification on a regular basis to ensure all teachers have in-field certification and are the best match for the needs of the students. If a teacher is identified as not being in-filed certified, general funds will be used to provide appropriate professional development opportunities and work with this teacher to become certified in the field. District personnel department and district leaders review all teacher certification records to ensure all teachers are certified according to the State requirements for their field. In case when a certified teacher was not available to hire and the best applicant was hired, such teacher is notified of the required steps, procedures, and course work to complete to meet the state certification requirements within the allowed timeframe.

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

Madison City Schools currently has no schools identified as Comprehensive Support and / or Targeted Support Schools.

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).)

Five (5) elementary schools provide Title I Targeted Assistance services. In determining which school to serve, the elementary schools are placed in rank order based on the number of low income families in their school zones. Funding is provided based on the percentage of children from low income families served by each school. Funding is then allocated to the schools so that those with the greatest needs receive more funding as reflected by the per pupil allocation (PPA).

Title I funds are used only in eligible school attendance areas. All children who are served by the designated Title I Targeted Assistance school(s) reside in that school's geographical area as determined by the LEA.

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

Madison City Schools conducts a program to provide educational services and support for neglected, delinquent, and at-risk students in elementary and secondary setting and assist these students in making successful transition to regular education environment. The elementary Learning Academy program housed in Madison Elementary School and the secondary Academy program housed in James Clemens High School offer individualized alternative approach to education for students who struggle to succeed within the traditional school setting and are at-risk.

Additionally, the district collaborates with the local juvenile detention facility, Sequel TSI, to improve educational services for the neglected and delinquent students served by Sequel TSI and provide these students with equal opportunities to become college and career ready as well as provide them with services for successful transition to traditional school or life setting.

Students that reside at Sequel TSI of Madison, a facility for neglected and delinquent youth have various levels of need. In order for these students to meet the state performance standards, comprehensive instruction based on the Alabama Courses of Study for all academic core subjects, along with vocational classes, is provided. Accelerated and advanced curricula are offered when appropriate. General education and special education curricula are also offered. Individual tutoring for remediation is available after regular school hours for students who need additional help.

In addition to academic core subject courses, the instructional program at Sequel TSI of Madison also includes classes in Life Skills, Financial Management, Daily Living Skills, Hygiene, Communication Skills, Career-Readiness Skills, Anger Management, Conflict Resolution Skills, Diet and Nutrition, Relationship Skills, Stress Management, Building Self-Esteem Skills, Character Education and Substance Abuse Prevention Skills. Scientific based research programs are used to meet all academic needs of students who reside at Sequel TSI of Madison. Classes are kept small, ranging from 8 to 12 students, in order to help students make

a successful transition back to their home schools or to a step-down program.

The services offered through the Madison City Schools program for neglected delinquent, and at-risk student include, but not be limited to the following:

- high-quality educational programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- activities that would facilitate the transition of such children and youth from the correctional program in an institution to further education or employment; and
- dropout prevention programs for children and youth who are at-risk of dropping out of school.

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.).

Madison City School District sets aside funds to provide education services for homeless children and youth as well as offer assistance to these students and families to remove barriers to enrollment, attendance, and education of these students. These services include 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 identified as homeless receive additional academic support, transportation assistance, assistance with clothes and school supplies, social and health services, behavior and emotional support and family assistance necessary to build capacity for the family to transition out of homelessness to regular and stable life. In addition to Title I services, district utilizes community support services, private donations, and funds received through the competitive Homeless Grant awarded by ALSDE to provide homeless students with individualized support and education services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools. During FY18, Madison City Schools applied for and received the Homeless Competitive Grant in the amount of \$18,500.00. The district has applied for another Homeless Grant with ALSDE the grant for FY18 and is awaiting grant award decision to supplement the district homeless program services in 2018-2019 school year.

10. Sec. 1112(b)(8)

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

The Madison City School System, with grants from the Alabama Department of Early Childhood Education in coordination with Title I, has developed a high quality First Class Pre-

K program for four year olds. These resources provide an important opportunity for our LEA to offer and expand a high-quality pre-k program that all children need as the first step in a successful education. Madison City School District operates 11 First Class pre-K classrooms.

The delivery approach implemented to meet these expectations and commitments include opportunities for active learning in which children construct knowledge by establishing a supportive climate based on positive adult-child interactions, involving families in the preschool setting and creating teamwork among teachers, a task force, health professionals, outside agencies and school administration.

The Alabama Department of Early Childhood Education monitors and provides technical assistance to certify that The Alabama High Quality Pre-Kindergarten Standards are met by the district Pre-K program. Several indicators are used as multiple criteria (evidence-based STAR Early Literacy screener, parent interview, teacher judgement/developmental screener) for selecting children to attend this program at the Madison City First Class Pre-K Center. Transitional plans for children as they move from preschool to kindergarten provide continuity in their educational experience. Procedures and strategies used for pre-K to K transition are in accordance with Title I Regulations. Pre-K teachers and administrator collaborate to ensure continuity of services to students as they transition to kindergarten. Parents receive necessary information and training to understand kindergarten preparedness and help with this transition. EL parents receive additional support in a language they can understand. Pre-K students go on a field trip to kindergarten to experience K-5 school setting and observe K students and schedule in action in a first-hand manner.

Additionally, district registration forms have a section for parents to provide information concerning prior Head Start participation. Those students who have previously attended Head Start receive points for prior intervention when being considered for Title I services. If the student who attended Head Start does not qualify for services upon enrollment, they are monitored for a two year period by the general education and Title I interventionists.

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.

Madison City Title I Targeted Assistance schools use multiple criteria for determining Title I eligibility. (see Eligibility Ranking table below):

TITLE I RANKING			
INDICATORS			
Revised 2018-2019			
KINDERGARTEN - 5TH			
Socio-Economic Status	Free	Reduced	Paid
	5	3	0
Impact Aid	YES	NO	
	3	0	
KINDERGARTEN			
DIBELS NEXT	At Risk	Some Risk	Low Risk
	50	25	0
EARLY LITERACY	12 mos. below	6 mos. below	0-5 mos. Below
	50	25	10
1ST – 5th			
DIBELS NEXT	At Risk	Some Risk	Low Risk
	50	25	0
STAR	Urgent Intervention	Intervention	On Watch
	50	25	10
SCANTRON (3rd-5th)	Yes/Below Av.	No	
	50	0	

Eligibility may involve multiple criteria including academic indicators, socioeconomic status, prior intervention status, Impact Aid, attendance, homeless status, and teacher/parent referral. In addition, a variety of assessment instruments appropriate for each grade level are used to obtain information. For students transferring into the school system, every effort is made to use comparable instruments. As data becomes available from additional sources of information, it is utilized to assist in identifying those students most at risk. Schools also use the local Response to Instruction (RTI) team to provide recommendations for Title I services.

Once students are identified for screening, individual data for each student is gathered and compiled on a spreadsheet. Each indicator has a weighted value based on a rubric. Scores are totaled for students and then ranked based on the total from most to least amount of points earned. Title I interventionists and administrators then review and seek input from the general

education teacher(s). In cases where the general education teacher feels the ranking does not adequately reflect the student's current needs, they are asked to place that information in writing. Additional consideration is then given to that student.

Once the final ranking has occurred, parents are provided information concerning Title I and acceptance or refusal is obtained in writing. If parents accept the Title I services, a school-parent compact is signed.

Students are monitored throughout the school year and are removed from Title I based on a joint decision between Title I interventionists, general education teachers, parents, and local school administration. Students exiting the program are monitored to ensure exited Title I students can meet the challenging state academic standards.

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.

Madison City Schools will provide cooperative learning opportunities for teachers from the middle schools and the high schools by inviting them to attend industry insight field trips into local companies. Teachers will have the opportunity to see, first hand, what types of skills are needed in the 21st century workplace. These opportunities will be created through a collaborative effort between the local educational agency and the local Chamber of Commerce. In addition, the local educational agency will partner with local colleges to expose middle school and high school students to the opportunities that are available to them as they move through their academic career. The district career coach will continue to develop relationships with community partners and stay abreast of industry needs, in order to determine how best to support the counselors and teachers, as they, in turn, support the students.

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.

Students will complete Career Preparedness class and will complete interest assessment. Based on interest assessment, counselors from middle schools will provide assistance in creating students' four year plans. High school counselors will continue to review student achievement and interests, as students complete the second portion of the Career Preparedness sequence, and will advise students of the opportunities available to them as they plan their academic / career plans. The local educational agency will also make available dual enrollment opportunities and provide academic credit for these opportunities.

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)

Madison City School is committed to reducing the overuse of discipline practices that remove students from the classroom and is focused on prioritizing student instruction and proactive behavior management models that provide necessary student support to prevent students from escalating to a crisis situation. NOVA counselors, Enrichment Center counselors, school counselors, district social worker, and district behavior specialist work with the school teachers, tutors, and administrators to identify and support students in need of support and behavior interventions or counseling to ensure proactive discipline management. Additionally, all students participate in social-emotional programs such as Student2Student advisory, Caring Communities, and Leader and Me. These programs help students build connections, establish social-emotional support, and develop leadership skills that are proactively targeting student positive behavior. LEA offers an alternative education alternative program for elementary (The Learning Academy) and secondary (The Academy) students offering a flexible positive alternative education setting an individualized support based on each student's needs. LEA continues to monitor discipline reports to ensure that the use of discipline practices that remove students from the classroom is reduced to a bare necessary minimum and substituted with proactive and flexible alternatives for the best interest of each student.

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.

Madison City Schools will support educators by providing professional development and materials needed to allow students experiential learning opportunities. Technology and machinery will be provided through the receipt of and implementation of grants. In addition to these experiential learning opportunities, educators will be supported as they reach out to local businesses and school alumni to work closely with students on the necessary skills that they will need in the workforce.

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.

Madison City Schools will provide several series of classes, some beginning in the middle schools, to prepare students for opportunities to participate in internships in a variety of fields (engineering, computer science, bio-medical, healthcare, etc.) These internships are created through a collaboration between the local educational agency and businesses/corporation in the area. Students will receive academic credit for the series of classes that build up to the students' internship experiences and will receive weighted academic credit for participation in the internship as well.

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.

Madison City Schools funds the Gifted and Talented Program that identifies, serves, and supports the gifted and talented students through state gifted funds and local funds. Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. In addition, some students with disabilities may be gifted.

Madison City Schools prohibit discrimination against any student on the above basis with respect to his/her participation in the gifted program. Madison City Schools affirms that students from all backgrounds must be given opportunities to develop to the fullest extent of their ability. We accept the premise that there are students whose above average ability, creativity, and task commitment require a variety of special provisions to meet the educational needs.

A student may be referred for consideration for gifted services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist. For each student referred, information is gathered in the areas of aptitude, behavioral characteristics, and performance indicators to determine eligibility for services. Once this data is collected, it is scored using a predetermined ranking system and entered into a system-wide matrix to determine eligibility.

Madison City Schools Each established a team at each school to receive and review referrals for gifted services as well as implement procedures to determine eligibility of students for gifted services. Each team consist of at least three people, and members include a gifted specialist, general education teachers, and administrator. The district uses the State Screening/Eligibility Determination Form to screen students to determine if further assessment is necessary. Serving delivery options for the gifted and talented students include:

- Grades K-2: Consultative services from the gifted specialist provided in the regular classroom setting (e.g. extra materials, learning centers)
- Grades 3-6: Interest-based pull-out services at least 3-5 hours a week; cluster grouping with differentiated curriculum in the regular classroom; cross-age grouping in areas of strength; and curriculum compacting
- Grades 7-8: Advanced core curriculum classes provided by qualified regular or gifted educators; and electives in a variety of talent areas (art, music [choral and instrumental], technology, foreign languages) taught by qualified instructors
- Grades 9-12: Advanced core curriculum classes provided by qualified regular or gifted educators; electives in a variety of talent areas (art, music [choral and instrumental], technology, foreign languages) taught by qualified instructors; counseling services for college and career preparation

Additionally the following procedures are practiced in Madison City Schools to assist schools in supporting and serving the gifted and talented students:

- Grade acceleration
- Fluid movement
- Clustering
- Flexible skills grouping

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.

To develop digital literacy skills and improve academic achievement Madison City provides the following:

- Fully flexible schedule which allows to meet the standards for the Literacy Partners: Effective Library Media Programs for the 21st Century
- Monthly collaborative Media Specialist Meetings where Media Specialists are given the opportunity to stay current and abreast of the newest technologies for education
- Media Specialist training and Content Creator professional development to include Final Cut Pro and MacBook Pro literacy and support to enhance student learning and projects through all grade and ability levels
- Provides funding and support to bring a well-known authors to visit each school. The Media Specialists are able to use this event to create many learning experiences throughout the year
- Seeks and secures grants for assistance to achieve National Board Certification for the district Media Specialists
- Provide world- class professional development through attending national conferences (e.g. Model Schools) and turning the knowledge around to the faculty and staff focusing on developing student digital literacy skills and improving academic achievement
- Funding to purchase student iPads and Chromebooks
- Training opportunities to become Google Certified educators for all Media Specialists
- Support for the Media Specialist program by allowing all Media Specialists the opportunity to attend the Library Expo
- Opportunities for the Media Specialists to participate at the Alabama School Library Summer Conference and Technology Conference every year

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).**

Madison City Board of Education is committed to parent involvement and ensures that parents of children who are being served in the Title I Program have an adequate opportunity to participate in the design and implementation of the LEA Title I Parental Involvement initiatives and activities as outlined in the Consolidated Plan.

The Madison City School System also ensures that a minimum of one percent of the total District Title I allocation is used to implement Parental Involvement and that 90% of these funds are spent at the school level. These funds are used to provide activities designed to assist with family literacy and improve parenting skills. The Title I Advisory Council which includes administrators, teachers, and parents determine how the parental involvement funds are used.

Title I parents are provided an opportunity to participate in the revision of the Parental Involvement Plan annually. They are invited to serve on the Title I Advisory Council. Following the revision of the plan, in accordance with ESSA, the plan is distributed to each parent. The distribution occurs at an annual Title I parent meeting or copies are sent home with students. If the parent engagement activities and the LEA Consolidated Title I Plan are not satisfactory to parents of participating children, they are encouraged to submit their concerns in writing to the Federal Programs Coordinator.

Title I Intervention Specialists help to disseminate information and assist with the distribution of the Consolidated Title I Plan. Title I parents are offered training on literacy skills, child development, homework assistance, etc. Additionally, Title I parents receive information about programs or other school activities, in a timely manner in an effort to remove barriers that limit parental involvement.

To help all children achieve the state's high standards, the Madison City Title I Targeted Assistance schools will use the School-Parent Compact, which will be updated annually, to build and foster the development of a school-parent partnership. The parents, child, and teachers will share responsibility for improved student academic achievement.

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 Madison City School System provides coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement and parent engagement programs by:

- Providing materials and training not otherwise available to help parents with their child's achievement.
- Educating teachers, pupil services personnel, administrators, and staff on how to reach out to parents, communicate with parents and work with parents as equal partners.
- Ensuring, to the extent possible, that information is sent home in a language and form that parents can understand.
- Providing information on literacy training to the community.

Ensuring school-parent compacts are being used to outline responsibilities of the school, staff, parents, and students in striving to raise student achievement and explain how an effective home-school partnership will be developed.

The Madison City School System will build capacity for parent and family engagement by involving parents in the joint development of the Consolidated Title I Plan through:

1. Inviting Title I parents to be part of each school improvement committee with the given task of developing individual school Title I Plans and parent involvement procedures.
2. Convening district Title I Advisory Committee meetings and school annual parent meetings to inform parents of their school's participation in the development of the Title I Plan and their right to be involved.
3. Employing a Parent and family Engagement specialist to serve as a liaison for meeting the needs of students between school, home, and community agencies.

Sec. 1116(a)(2)(C))

- C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.**

The Madison City School System builds the school(s) capacity for strong parent and family engagement by:

- Providing assistance to participating parents in such areas as understanding the state and local content standards and individual student achievement regarding these standards.
- Providing resources for parents to learn about child development, child rearing issues, and student achievement that are designed to help parents become full partners in the education

of their child.

- Involving parents in the development, implementation, and participation in professional development activities to improve the effectiveness of instruction and services to participating children.
- Coordinating and integrating parent involvement strategies with available community resources such as Head Start (when applicable).
- Ensuring, to the extent possible, that information is sent home in a language and form that parents can understand.
- Providing information on literacy training that is available in the community.
- Approving reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions.
- Encouraging the formation of partnerships: parents to parents, parents to school, and parents to community.
- Scheduling meetings at a variety of times, such as mornings and evenings, in order to maximize the opportunities for parents to participate in school related activities/conferences with the option for in-home conferences as needed.
- Adopting and implementing scientifically based research programs for improving parent involvement as needed.
- Conducting district Title I Advisory Committee meetings.
- Providing any reasonable support for parent involvement activities at the request of a participating Title I parent.

All Title I parent and family engagement activities will be coordinated with local parent engagement efforts, such as Dyslexia Lunch and Learn, Curriculum Nights, student-led conferences, parent training sessions, middle school transition committee, policy committee, and other district efforts involving parents and families to improve academic outcomes for all students.

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)

Madison City School District involves parents and families in an annual evaluation of the content and effectiveness of the parent and family engagement policy to improve the academic quality of all district schools served as Title I schools. District provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents from low-income or economically-disadvantaged backgrounds, and parents of any racial and ethnic background. All important information is sent home in Spanish and notices about parent meetings are sent in

Spanish. Interpreters are available for the meetings when parents with limited English proficiency are in attendance.

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

Madison City School District analyzes parent feedback and survey responses to identify the needs of the parents and families that relate to student learning and communicating with school staff and teachers. Based on the feedback analysis, school staff, leaders, and teachers are trained on best strategies to reach the parents, communicate with the families, develop relationships, and build ties between parents and the school. Madison City Schools plans to continue the efforts to improve teacher, staff, and leader knowledge of parent engagement during district meetings, through grade-level meetings, faculty meetings, professional development opportunities, and interactions with the parent engagement liaison.

(iii) strategies to support successful school and family interactions

Successful school and family interaction happened during the development and review of the Parent and Family Engagement section of the Consolidated Title I Plan. Parents were invited to serve as members of the district Federal Programs Advisory. Parents attended district Title I meeting and reviewed the draft of the Consolidated Title I Plan. Parent and family engagement liaison develops training sessions and collaborative activities to address the needs of the parents and foster school and family interactions that support student academic growth. Finally, schools utilize Ready Rosie app to target specific student needs and skills and help parents learn skills needed to support specific student needs. Parents receive personalized videos from the teacher in English (ad/or Spanish) coaching parents and offering a mini-lesson on how to help their child with each need. Parents participate in the annual parent survey to offer their feedback and comments regarding Title I programs in their child's school. Parent feedback is analyzed and discussed at the federal programs Advisory meeting as well as Title I Parent Meeting. Suggestions are implemented based on the needs assessment and parent feedback to improve district and school's Title I programs.

The Consolidated Title I Plan that includes the Parent and Family Engagement Policy is available to parents in the following ways:

- Federal Programs Advisory Meeting
- Annual Title I Meeting
- District website and all Title I Schools' Websites

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.**

Successful school and family interaction happened during the development and review of the Parent and Family Engagement section of the Consolidated Title I Plan. Parents were invited to serve as members of the district Federal Programs Advisory. Parents attended district Title I meeting and reviewed the draft of the Consolidated Title I Plan. Parent and family engagement liaison develops training sessions and collaborative activities to address the needs of the parents and foster school and family interactions that support student academic growth. Finally, schools utilize Ready Rosie app to target specific student needs and skills and help parents learn skills needed to support specific student needs. Parents receive personalized videos from the teacher in English (ad/or Spanish) coaching parents and offering a mini-lesson on how to help their child with each need. Parents participate in the annual parent survey to offer their feedback and comments regarding Title I programs in their child's school. Parent feedback is analyzed and discussed at the federal programs Advisory meeting as well as Title I Parent Meeting. Suggestions are implemented based on the needs assessment and parent feedback to improve district and school's Title I programs. Improvement strategies for the new school year are always based on evidence of the past effective efforts and research proving the effectiveness of each strategy.

The Consolidated Title I Plan that includes the Parent and Family Engagement Policy is available to parents in the following ways:

- Federal Programs Advisory Meeting
- Annual Title I Meeting
- District website and all Title I Schools' Websites

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.**

Federal Programs Advisory is comprised from parent, teacher, and administrator representatives from each school as well as district administrators all collaborating to develop, revise, and review the parent engagement policy for the Consolidated Title I Plan. District ensures that various categories of parents are represented when the advisory meets, including EL parents, Title I parents, homeless parents, Sp. Ed. parents, and parents of different socio-economic, racial and ethnic background. District and schools hold Title I parents annually to address Title I issues. Additionally, all district and school staff have an open door policy and are actively communicating with parents face-to-face, via phone, or email to receive feedback and improve student outcomes.

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 Madison City School System builds the school(s) capacity for strong parent and family engagement by:

- Providing assistance to participating parents in such areas as understanding the state and local content standards and individual student achievement regarding these standards.
- Providing resources for parents to learn about child development, child rearing issues, and student achievement that are designed to help parents become full partners in the education of their child.
- Involving parents in the development, implementation, and participation in professional development activities to improve the effectiveness of instruction and services to participating children.

Assistance for parents and families and provided through conferences, curriculum nights, Parent Universities, annual Title I meeting, parent meetings, lunch-and-learn opportunities, and evening training sessions.

- 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.**

All Title I schools provide parents with various resources, books, flyers, You Read to Me/I Read to You books, Ready Rosie parent coaching app, and various training opportunities involving literacy training, technology workshops, community sessions to build parent capacity to support their children. Parent engagement liaison will maintain close contact with all schools and parents and will provide necessary support to the parents based on their needs and feedback helping them learn how to support their children.

- 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.**

District and school leaders will work to educate teachers, paraprofessionals, administrators, and parents about effective communicating, relations building, and partnering with each other for student success. District will guide the effort to help in the understanding of the importance of parent and family engagement and capacity building in the schools through district training sessions, lunch and learn sessions, grade-level meetings, faculty meetings, and professional

development workshops. All district and school staff members are expected to continue their work with parents in meeting their child's needs to ensure academic achievement.

- 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.**

Madison City School District will coordinate district and school efforts to integrate parent engagement activities of the district First Class Pre-K Program to ensure a successful transition for children entering kindergarten. Pre-K and K teachers collaborate and visit each other to develop a transition plan that involves parents and families to ensure smooth transition and readiness for kindergarten for all students. Interpreters are available for the parents of the EL students when needed. Parents are invited to attend multiple training and parent education sessions to help prepare their children for the transition.

- 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.**

District ensures that all critical information concerning a child's progress and parent programs, meetings, and other activities is sent to the parents of participating children in a format the parent can understand. District has a contract with the Foreign Language Services and Language Link to provide translation to parents in multiple languages when needed. TransAct forms are utilized by all district teachers, administrators, and staff to send home information in different languages.

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

District and schools are very involved in listening to parent voice and provide multiple ways for parents to share their needs or concerns. As individual parent concerns or requests are shared with the school or district leaders, an administrator or appropriate staff always addresses parent concern with a solution focused on the best interest of the child. If a request pertains to an individual child, solution may involve a small group of specialists. If a request may involve a group of students, a committee comprised of several parents and school district leaders and staff may work to address such request for the best interest of the students.

- 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.**

Results from the annual Title I parent surveys are used when determining professional development needs for principal, teachers, and other educators. Parent feedback and needs are always considered when planning professional development. Parents are an essential part of all leadership efforts and various district and school committees (e.g. CIP committee, EL Advisory, Federal Programs Advisory, etc.). Parents have opportunities to participate in development of training for teachers, principals, and other school and district staff as a member of such committees.

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.

District provides multiple opportunities for literacy training for parents, such as curriculum nights Parent Universities, dyslexia lunch and learn, and others utilizing local funds. When the district has exhausted all other reasonably available sources of funding, Title I part A funds are used to supplement to provide additional literacy training for parents to help them support their children in school.

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.

Madison City Schools will pay reasonable and necessary child care, interpreting, and transportation expenses for parent engagement activities focused on building Title I parent capacity (e.g. EL curriculum night, Title I parent night, Title I parent training sessions, Title I parent literacy night, etc.)

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

Madison City Schools will involve district parent engagement liaison, community resources, and PTA staff to train parents as part of the advisory panel annual meeting and the annual Title I parent meeting to increase the involvement of non-active parents. Additionally, district will actively work with the EL parents to enhance their involvement in school activities and encourage other EL parents to engage in school efforts.

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.

Madison City Schools will offer meetings at a time convenient for parents based on pre-meeting surveys. It will offer live video broadcast options for parents not able to personally join the meeting. Recordings of these meetings will be posted on school website for parents to view at a later date and reach out to school or district staff with further questions. Lunch and learn training and meeting sessions will be offered to busy working parents who prefer to meet at lunch time.

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

Madison City Schools will collaborate with other school districts seeking out model approaches to improving parental involvement. Title I parent engagement liaison will collaborate with the schools and parents to initiate conversations and collaboration to review these model approaches and implement the strategies or model programs that suit individual needs of each school and district as a whole.

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.

Madison City Schools may establish a district wide parent advisory council to serve as liaisons to all matters related to all federally funded programs. District will plan to contract with a parent engagement liaison to guide these efforts and ensure parent advisory remains active and focused on students' best interests.

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

Madison City Schools collaborates with numerous community organizations to support various needs based on community strengths. Several churches operate in a consortium working with the district to support the needs of the homeless and economically-disadvantaged families. Community ESL classes providers and EL-focused community organizations (e.g. AshaKiran, First Baptist Church, Asbury UMC, etc.) offer support to the EL parents learning English, preparing for the citizenship exam, experiencing difficulties with new environment, etc. Additional community services are offered to all families and especially EL families through the local branch of YMCA that partners with the district to support various district programs.

Sec. 1116(f)

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

Madison City Schools, to the extent practicable, provides opportunities for the informed participation of parents with limited English proficiency, parents with disabilities, parents of immigrants, and parents of homeless children through such methods as active communication via face-to-face, phone, email, website, social media, flyers, home visits, parent conferences, and committee meetings. All important information notices about parent meetings are sent home in a language parents can understand and professional interpreting services are provided when needed. District and schools make every effort to accommodate parents with disabilities. Homeless families receive individualized support from district liaison, school liaison, and district social worker to ensure individual needs of the homeless children and their families are met.

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 agendas and notes, from the Federal Programs Advisory meetings, Title I Parent meetings, EL Parent meetings, collaborative principals meetings, and district website. The school district will distribute this policy to all parents of participating Title I, Part A children on or before 9/25/2018.

Federal Programs Advisory Committee and Superintendent
PLAN APPROVED BY (*Person or Entity*)

9/25/2018
DATE OF APPROVAL

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:

(i) Whether the student’s teacher—

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

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

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

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

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

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

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

LEA CONSOLIDATED PLAN ASSURANCES

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

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program
- (5) collaborate with the State or local child welfare agency to—
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation

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

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