

Marengo County Schools

Title I Plan

2015-2016

No Child Left Behind


Luther P. Hallmark, Superintendent

Ms. Stephanie Pope, Federal Programs Coordinator

Plan Approved By:



Superintendent's Signature



Date



Federal Programs Coordinator's Signature



Date

INTRODUCTION
THE NO CHILD LEFT BEHIND ACT OF 2001

The *No Child Left Behind Act of 2001* was an education reform designed to improve student achievement and change the culture of America's schools. With the No Child Left Behind (NCLB) Act, Congress reauthorized the *Elementary and Secondary Education Act (ESEA)*. This new law represented an overhaul of federal efforts to support elementary and secondary education in the United States. This law was developed on four standards:

- Accountability for results
- An emphasis on doing what works based upon scientific research
- Expanded parental options; and
- Expanded local control and flexibility

Demographic Data

Marengo County is a small rural county located in southwest Alabama. Its total population is 21,027. The Marengo County Board of Education is located at 101 North Shiloh Street in Linden, which is the county seat. The Marengo County School System is composed of 1156 students in three schools: Amelia L. Johnson High School in Thomaston, Marengo High School in Dixon Mills, and Sweet Water High School in Sweet Water. All schools are Kindergarten through 12th grade.

The 20-day average daily membership for Marengo County Schools for the beginning of FY 2014-15 was 1,127 with an average daily attendance of 95.55 percent. The number of students who applied for and were approved for free and reduced lunches was 73.91%.

(A) A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section (b)(3), that the local educational agency and schools served under this part will use -

In determining student needs, a variety of assessment information and other data will be used. The employees of the Marengo County Board of Education will use state-mandated tests as an initial indication of struggling students. Scores from DIBELS for students in grades K-2, ASPIRE scores for students in grades 3-8, and the EXPLORE, PLAN, and ACT for senior high students will be used as indicators. In addition to these state assessments, other academic information will be used such as the weekly and theme tests in McGraw-Hill *Wonders Reading Program* and *Go Math* programs and locally developed Global Scholar Benchmark and Performance Series tests. The Marengo County Board of Education utilizes Global Scholar as a form of identifying specific problems with standardized test objectives. Global Scholar correlates to the ASPIRE, EXPLORE, PLAN and ACT assessments as well as the Alabama College and Career Ready Standards. Report card grades are also used to monitor student progress. All schools have adopted programs to assist with struggling and intensive readers. For grades K-6, McGraw Hill Wonders has both tier II and tier III intervention. All of these scores and records are combined to look at a student's "whole" progress academically. This data is used to determine the success of Title I students and whether they meet current academic standards. They are also used to provide information to parents, teachers and students, to assist in diagnosis and classroom learning for low-achieving students, to determine needed revisions in the Title I program, and to

effectively identify struggling students who are at-risk for failing. In addition, Response to Instruction (RTI) periods have been established at each school to provide both remediation and enrichment for all students. It is the intent of the Marengo County Board of Education to provide opportunities for academic success for *every* student. Collecting this information is vital to identifying problems early, especially in the area of reading. The Title I Advisory Committees are committed to data-driven plans to address the specific needs of students.

Procedures for disseminating Individual Student Assessment Results to Teachers and Parents

Academic Assessments

Parents and teachers will be provided academic assessment results in a timely manner and in a language parents can understand in the following ways:

- 1) Every nine weeks parents of all students in the Marengo County School System will receive individual report cards. The report card will be distributed to each student to be given to his/her parents. A parent/guardian must sign and return the report card to the appropriate school. Parents are also sent a Progress Report during the middle of each nine-week grading session.
- 2) Individual reports for the DIBELS assessment results are sent to parents by the students three times per year.
- 3) Student Reports for all state tests results are sent to parents by the students as they become available. Announcements concerning availability of scores to parents are provided via school billboards, newsletters, and website.
- 4) Teachers and counselors are encouraged to use appropriate vocabulary describing the three levels of achievement: Basic, Proficient, and Advanced; to parents and guardians during discussions and conferences.

For non-English speaking parents, a Notice of Proposed Meeting will be sent to the parents in a language the parents can read and understand. If necessary, the Marengo County Board of Education will provide an interpreter for conferences.

Other Academic Assessments

In addition to the required State assessments, the Marengo County School System uses the scientifically research-based reading and programs - McGraw Hill *Wonders* and *Go Math*. These programs are aligned with the Alabama College and Career Ready Standards as well as the state assessments. Local Benchmark assessments were developed using the Global Scholar Achievement Series. These assessments are given to students in grades 1-12 each quarter. These assessments help teachers determine a student's mastery or lack of mastery of the CCRS. The Global Scholar Performance Series tests are given to all students at the beginning and end of the school year. Students who are identified as below level at the beginning of the year also take this assessment at mid-year to determine if the prescriptive plan needs adjustment. This assessment also helps teachers determine the Lexile reading level of each student which also measures growth.

This is especially helpful for students who are participating in the Accelerated Reading Program.

These assessments are:

- Evaluated
- Students are placed in appropriate reading levels according to these test results
- Weaknesses in specific areas are identified
- Weaknesses are readdressed in the classroom instruction
- Results are given to teachers and students and sent home to parents
- Individual students are assessed in mastery areas and non-mastery areas

(B) At the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in such section.

In addition to academic indicators, an analysis of various components are taken into consideration, such as student attendance, students eligible for free or reduced price meals, technology, staffing, teacher qualifications, Educate Alabama results, and safety and discipline. The employees of the Marengo County Board of Education are diligent in working with struggling students. In addition to assessment indicators, the schools will take into account certain prior indications of academic distress such as retention, Title I services, behavior etc. Teacher input and recommendations are also considered.

Teachers spend a considerable amount of time with students and are often aware of children on a broader scale than test scores show. Cumulative records, progress monitoring, teacher records, Title I information, IEP data, report cards, parent information, etc. will also be used to determine specific needs of students.

Students often have issues beyond the scope of the academic classroom. In those instances, referrals are made to the school counselor for assistance. In identifying students for extra help in reading or mathematics, school employees make every attempt to look at students as a whole and provide special services for those most in need.

Student Attendance

The average daily attendance for students in the Marengo County School System is 95.5% for the school year 2014-2015 according to the 20-day enrollment report. All three schools within the system have identified student absenteeism and tardiness as major concerns adversely affecting the academic outcomes for students.

Students Eligible for Free or Reduced Price Meals

Over 87% of the students enrolled in the Marengo County School System applied for and were approved for free and reduced lunches. This is an indicator of poverty and research shows that children in the lower income bracket do not achieve as well as children in higher income brackets.

Technology

According to the State Board of Education School Report Card, the Marengo County School System was slightly below the state average for Internet access and computer use in schools. Each school has at least one computer lab with Internet connections, an ACCESS Distance Learning classroom, a mobile laptop lab, and various classrooms outfitted with LCD projectors, SMART Boards, Interwrite pads, Elmo document cameras, classroom response systems, and an integrated sound system. Each teacher has a dedicated computer for ST/ and lesson planning.

Safety and Discipline

According to the Annual School Incident Report for 2014-15, 38 incidents were reported resulting in

In- School Suspension, Suspension, and Alternative School. No students were expelled. Infractions included alcohol possession, fighting, profanity, tobacco use, disorderly conduct, defiance of authority, and disruptive demonstration.

(C) A description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards.

The Marengo County School System will provide additional educational assistance to individual students assessed as needing help in meeting the state's achievement standards in the following ways:

- Response to Instruction (RTI) for identified students
- Intervention classes in reading and math for grades K-8
- After school remediation for At-Risk student

These programs will be offered to the students at no cost and Federal funds will be used to provide these services and activities. Based on student assessment results for individual students and teacher recommendation, certain students may receive extra instruction. The process varies from school to school due to the unique needs of each school. However, after students are identified, there are some basic principles across all schools that are programmatically the same. Schools are required to provide small group intervention time allotted specifically for struggling students. Marengo County has purchased SBR (Scientifically Based Research) tutorial programs for intensive students in reading. Struggling students receive instruction beyond the basic reading program either with their regular classroom teacher, a reading resource teacher in a pull-out program, by leveling reading instruction or using creative scheduling. In addition to these programmatic implementations, regular classroom teachers are responsible for identifying those students closest to becoming proficient and working with them in small groups and/or individually to accelerate their learning (based on Global Scholar scores, Alabama College and Career Ready standards in the pacing guides, and other data). Marengo County also requires the schools to complete continuous improvement plans annually. Schools also offer services to students through RTI to make accommodations for identified students. As the assessment process continues, Marengo County Board of Education members will continuously "monitor and adjust" to continue an excellent academic program.

(D) A description of the strategy the local educational agency will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals and, if appropriate, pupil services personnel, administrators, parents and other staff including local educational agency level staff in accordance with sections 1118 and 1119.

Bi-annually, the Regional In-service Center conducts a county-wide Professional Development Needs Assessment. Using this data, as well as data from Educate Alabama and STI PD, local professional development surveys the following areas of improvement were identified:

- Data-driven CIP at each school
- Review of Standardized Test Data
- Implementation of College and Career Ready Standard lessons
- Development of classroom assessments that match the rigor of College and Career Ready standardized tests

Hiring and Retaining Highly Qualified Teachers and Principals

In an effort to ensure that Marengo County Schools maintain highly qualified instructional staff, the Board of Education has established a *Teacher Recruitment and Retention Policy*. This policy is a two-part attempt to establish a mechanism to attract highly qualified teachers in high need areas and to retain current employees that have demonstrated excellence in the teaching profession.

In the area of recruitment of highly qualified teachers and principals, the Board

will: 1) Develop brochures and displays to be used at teacher education job

fairs.

2) Advertise openings by numerous methods, including, but not limited to:

- a) Posting job openings in publications and journals
- b) Mailing brochures to colleges and universities
- c) Maintaining a web site where job openings and applications can be downloaded
- d) Forwarding job openings to the Alabama State Department of Education Personnel for dissemination
- e) Posting job openings in schools and central office
- f) Contacting surrounding LEA's for potential applicants

3) Establish and maintain categories for High-Need and Critical-Need positions based on previous experience in finding qualified applicants in these areas.

4) Offer salaries to applicants in high-Need or Critical-Need areas that ensure, at a minimum, pay at four (4) years' experience or greater on the state salary matrix.

In the area of retention of highly qualified teachers, the Board will:

- 1) Offer opportunities to new and existing instructional staff to further their education.
- 2) Develop a teacher-mentoring program to assist new teachers in acquiring skills necessary for excellence in teaching.
- 3) In addition to the above, the LEA will provide in-service educational and professional development activities for teachers, paraprofessionals, and where appropriate, pupil services personnel, administrators, parents, and other staff in accordance with Professional Development program requirements.

(E) A description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency of individual school level such as:

- Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary

- school programs; and
- Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, and Indian children served under part A of

Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminates duplication, and reduces fragmentation of the instructional program.

The Marengo County School system will coordinate with other agencies and programs to identify and serve the following categories of students:

LEP Students- In order to identify LEP (Limited English Proficiency) students, Home Language Surveys will be given to all students at the beginning of the school year to be completed by the parents. If a student registers during the school year, the Home Language Survey is given to the parents at the time of the registration. After enrollment, a language proficiency test will be administered. To determine if a student needs LEP services, the appropriate IPT I Oral (Idea Proficiency Tests) will be administered to students in grades K-6. The IPT II Oral will be administered to students in grades 7-12. The RTI committee will review the student's level of English proficiency, and the committee will determine the placement of each LEP student. Parents will be given notification that the child has qualified for LEP placement, either by correspondence in a language the parent can understand or through the use of an interpreter. The RTI committee will, at this time, recommend that the student participate in any other local, state, or federally funded programs available. The committee will monitor the academic progress of the student throughout the year and determine when the student has become proficient in English. Currently, Marengo County has no LEP students enrolled.

Migrant Students- In order to identify migrant students, a Home Language Survey and an Employment Survey will be given to all new students at the beginning of the school year or as the student enrolls. If indicated by the Home Language survey, the student will be given a language proficiency test. To determine the needs of the student, the appropriate IPT I Oral will be administered to students in grades K-6: the IPT II Oral will be administered to students in grades 7-12. The RTI committee will evaluate the results and make recommendations of the services the student may need. Currently, Marengo County has no migrant students enrolled.

Immigrant Students- To identify immigrant students, a Home Language Survey will be given to all students at the beginning of the school year or when the student enrolls. Upon enrolling, the student will be given the IPT I Oral or the IPT II to determine the student's needs. Parents will be given notification of the student's needs in a language the parent can understand or through an interpreter. The RTI Committee will evaluate tests results and advise the services the student may need. The RTI Committee will periodically evaluate the student's achievements and weaknesses and make further recommendations as they are needed. Marengo County currently has no immigrant students enrolled.

Homeless Students- The local school personnel in conjunction with the Marengo County Department of Human Resources will identify students that may be considered homeless. Marengo County Schools has established a policy that eliminates the barriers to enrollment, attendance, and success in school for homeless mentoring, summer enrichment programs, and other supplemental instructional programs will be provided to improve the academic and overall education of homeless children and youth to ensure that they meet the same challenging state content and performance standards as other children.

An assessment of the strengths and needs of homeless children will be conducted and the Problem Solving Team will make recommendations for services needed. Referrals for medical, dental, mental, and other health services will be provided. The Marengo County Board of Education will be responsible for obtaining and transferring the records necessary to enroll the homeless student. The LEA will provide referrals to other agencies, such as West Alabama Health, to offer counseling services in anger management, domestic violence, and violence prevention. Any other assistance will also be provided by the LEA to enable the homeless student to attend school.

Neglected and Delinquent Students - neglected and delinquent students are offered the same opportunities to meet the same challenging state contents standards expected of all other children in the state of Alabama. Title I, Part A provides funds to pay for services for neglected students to provide extended day services to children who are wards of the courts and reside in group homes and county shelters. Marengo County Schools do not provide these services because there are no group homes or county shelters located in Marengo County. Title I, Part D funds are used to provide services to delinquent children who are attached to the juvenile justice system and reside in juvenile and adult correctional institutions. Marengo County Schools do not provide services because there are no juvenile or adult correctional institutions located in Marengo County.

(F) An assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 5th grade reading and mathematics carried out Under Section 411(b) (2) of the National Statistics Act of 1994.

The Marengo County School System will participate in the State National Assessment of Education Progress in 4th and 5th grade reading and mathematics or other grades or subjects that may be requested of the LEA.

(G) A description of the poverty criteria that will be used to select school attendance areas under Section 1113.

Marengo County Board of Education will comply with all federal and state regulations as it relates to poverty criteria. Marengo County Board of Education has adopted the policy of identifying student poverty through the Free and Reduced Lunch Program applications. More aggressive measures may need to be taken, especially in upper elementary grades, to ensure students return the lunch forms for review. If a student qualifies for free or reduced lunches, they are considered to be "in poverty". A student whose family receives food stamps or Medicaid automatically qualifies and is counted in the poverty numbers. These numbers are calculated in each school's "twenty days after Labor Day" report. This report contains the number of free and reduced students at each school. A percentage of students receiving free or reduced lunch are calculated against the total number of students at the school.

(H) A description of how teachers, in consultation with parents, administrators, and pupil services, personnel, in targeted assistance schools under Section 1115, will identify the eligible children most in need of services under this part.

N/A

(I) a general description of the nature of the programs to be conducted by such agency's schools under Sections 1114 and 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.

As previously mentioned in this Title I school wide plan, the Marengo County School system does not provide any services for children living in local institutions for neglected or delinquent children or for neglected and delinquent children in community day school programs, because none of these facilities exist in Marengo County.

(J)) A description of how the local educational agency will 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.

Priority will be given to migratory children who are not achieving core academic curriculum standards and whose education has been interrupted during the regular school year. The Marengo County School system will provide educational and support services to migrant children through both the regular school year and summer programs when available.

(K) If appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under Section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program.

Currently, Marengo County Board of Education does not support any preschool programs through Title I funds.

(L) A description of the actions the local educational agency will take to assist its low-achievement schools identified under Section 1116 as in need of improvement.

At this time, one Marengo County School is identified as a Priority School however; the Marengo County School System will determine effectiveness of planned strategies, activities, and uses of resources in relation to program-specific goals by continuously monitoring locally through test scores and accountability reports. The Central Office personnel will implement several strategies to assist any school identified as "in need of improvement" in improving academic achievement. There are frequent visits from Central Office staff to assist in any way possible. Strategies include checking progress monitoring, implementing creative scheduling, reviewing lesson plans and pacing guides to ensure Course of Study content, random review of assessment data for each child in an easy-to-access place in the classroom, etc. In addition, team building and teacher collaboration activities are provided for the staff during the school year. As funding permits, needed materials are provided for teachers and staff for the improvement of student achievement. Parental involvement is a priority and assistance will be given in implementing an effective program for parents to be involved in improving the education for their children.

(M) A description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of Section 1116.

(N) A description of how the local educational agency will meet the requirements of Section 1119.

The Marengo County School system has established the following procedures and policies to reimburse eligible teachers and paraprofessionals in the School System to become Highly Qualified (HQ) according to the requirements under the *No Child Left Behind Act of 2001*.

The Marengo County School system will set aside an adequate amount of its LEA Title I allocations to reimburse teachers and paraprofessionals who take courses to meet the highly qualified requirements by the 2005-06 school years and beyond. The LEA will also reimburse teachers who take the Praxis to attain highly qualified status. The LEA is responsible for completing a checklist to determine highly qualified status for all teachers and paraprofessionals and to discuss with the individual teachers and paraprofessionals the options that are available for meeting the requirements if they do not already meet them.

Priority will be given to:

- 1) Core academic subject teachers in the Title I school-wide programs
- 2) Instructional paraprofessionals in Title I school-wide programs

This Marengo County Board of Education has established the following guidelines for reimbursement for expenses relating to becoming highly qualified teachers and/or paraprofessionals:

- Must be currently teaching in a core subject area and at a Title I school
- Applications shall be considered based on tenure, projected staffing needs, and availability of funds
- Must attain a minimum of a "C" for each course
- Course work must be appropriate towards meeting highly qualified designation
- Course work must be from an accredited post-secondary institution
- Subject area examination will be reimbursed at the regular rate for a maximum of two sittings and must be in the area needed in order to be classified as highly qualified
- May receive tuition reimbursement at a rate not to exceed the state average rate per semester hour for course work completed toward meeting highly qualified designation (special fees are excluded).
- Reimbursements will be made to the teachers or paraprofessionals only after a satisfactory grade report is received by the central office
- Reimbursement will only be for the minimum number of courses needed to become highly qualified according to guidance from the central office
- Funds will be awarded from funds allocated from October 1 of one year to October 1 of the following year
- A signed invoice agreement with all receipts for tuition, and fees related to the class along with a satisfactory grade report must be received in the central office before reimbursement can be made

(O) A description of the services the local educational agency will provide homeless children, including services provided with funds reserved under Section 1113(c)(3)(A).

A description of the services the Marengo County Schools will provide to homeless is described in Section (E) of this Title I plan.

(P) A description of the strategy the local educational agency will use to implement effective parental involvement under Section 1118.

MarengoCountySchools
ParentalInvolvementPlan

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student achievement, the LEA will implement the following strategies:

1. Development and dissemination of a district parent involvement policy.
2. Conduct an annual meeting in the spring to update Policy for next year's Title I program.
3. Reservation of a minimum of 1% of the Title I Part A allocation for parent involvement, with 95% going to Title I schools.
4. Coordination of parent involvement activities with those of other programs.
5. Conducting an annual review of the effectiveness of the parent involvement policy.
6. Develop district parent involvement committee to Policy and implement parent involvement events and disseminate information to the community to promote parent involvement in the Title I schools.
7. Monitoring and survey each Title I school to ensure that each school:
 - a. Develops a parent involvement policy
 - b. Offers flexible meeting times
 - c. Provides information to parents about the school's program, including Parent

II. Individual schools will reinforce parenting skills to support the acquisition of academic skills and their application in real life situations for parent use. Parents are encouraged to visit/volunteer at school.

III. School wide projects use their individualized school improvement parent surveys to determine the effectiveness of their involvement Policy. Parent attendance at the different workshops, meetings, and conferences are documented and used in scheduling activities at times more likely to get high increased participation.

IV. Parents are surveyed annually and asked whether there are any barriers as to their involvement.

V. Individual schools will ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including information in a language and form they can understand.

- Continue to involve parents in the joint develop of the plan under the *No Child Left Behind* {NCLB} Part A- Improving Basic Programs Requirements Sec. 1112, LEA Plans commonly referred to as the Consolidated Application and the process of school review and improvement under Sec. 1116, Academic Assessment and LEA and School Improvement. If the *No Child Left Behind* Consolidated Application (section 112) is not satisfactory to the parents of participating children, the Marengo County Schools will submit any parent comments with such with the Consolidated Application when it submits the Consolidated Application to the Alabama State Department of Education.
- Plan, implement, assess, and as necessary, revise effective parent involvement activities to improve student academic achievement and school performance.
- Build the school's and parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication and integration of parents into professional development and other school activities.
- Coordinate and integrate parental involvement strategies under Title I, Title II, and Title IV with parental involvement strategies.
- Conduct, with the involvement of the parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of Marengo County Schools, including identifying barriers to greater participation by parents in authorized activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The findings of such evaluation will be published and made available for review by parents, and will be used to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policy.

As a component of the School Plan for Parental Involvement, Marengo County Schools will jointly develop with parents of all children served by programs described in the Consolidated Application a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve Alabama's high standards. The compact will:

- 1) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning. Parent responsibilities may include:
 - a) Monitoring attendance, homework completion, and television watching
 - b) Volunteering in their child's classroom
 - c) Participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time
- 2) Address the importance of communication between teachers and parents on an ongoing basis through:
 - a) Parent-teacher conferences at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
 - b) Frequent reports to parents on their children's progress
 - c) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
 - d) Be reviewed and updated annually

In addition, Marengo County Schools will:

- 1) Convene an annual meeting at a convenient time, to which all parents will be invited and encouraged to attend, to:
 - a) Inform parents of the school's participation in programs described in the NCLB legislation
 - b) To explain the requirements of these programs
 - c) To explain and answer questions about the rights of parents to be informed about and involved in these programs
- 2) Offer meetings throughout the year, to which all parents will be invited, to promote parent-school communication and increased parent involvement in their children's education. These meetings will be scheduled at times that are convenient to parents, including mornings and evenings. To the degree practicable and permitted by law, the LEA will use NCLB program funds to provide transportation, child care, or home visits, as such services relate to parental involvement.
- 3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under NCLB including the planning, review and improvement of the school parental involvement policy and the joint development of plans required by the NCLB.
- 4) Provide parents:

- a) Timely information about programs supported by NCLB and included in the Consolidated Application
 - b) A description and explanation of the curriculum in use at the schools, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - c) If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible
- 5) Provide assistance to parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of the Consolidated Application, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - 6) 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, as appropriate to foster parental involvement;
 - 7) Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, 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
 - 8) Adopt and implement model approaches to improving parental involvement;
 - 9) Establish a parent advisory council to provide advice on all matters related to parental involvement activities;
 - 10) Develop appropriate roles for community-based organizations and businesses in parent involvement activities;
 - 11) Provide other reasonable support for parent involvement activities as parents may request
 - 12) In accordance with the No Child Left Behind Act of 2001, the Marengo County School system will implement the following parental involvement and community support plan:
 - 1) The Marengo County School system will involve parents in the development of the 2015- 2016 Consolidated Plan by holding at least one public meeting to obtain input from the parents, community, and other interested individuals.
 - 2) The LEA will request parents' involvement in developing, implementing, assessing, and revising the parental involvement policy each year.
 - 3) Throughout the year, the LEA will provide opportunities for parents to be actively involved in their child's education through a variety of activities and strategies, such as:
 - a) Open House Night
 - b) Red Ribbon Week

c) Science and Math Fairs

- 4) The LEA will assist the schools in developing and distributing home-school compacts.
 - 5) The LEA will publish and distribute student/parent handbooks to all schools and retain a supply of student/parent handbooks for future use.
 - 6) The LEA will assist the schools in informing parents of upcoming activity events by printing fliers and placing ads in the local newspaper.
 - 7) The LEA will help build school and parental involvement by selecting a Parent Involvement committee from each school, promoting the inclusion of parents on all school planning/improvement committees, by increasing news media accounts and by providing training on specific topics at the request of parents.
 - 8) The LEA will conduct an annual evaluation, with the involvement of parents, to assess the effectiveness of the parent plan and to evaluate whether there has been increased parental involvement or whether there are barriers to greater parental participation.
 - 9) The LEA will submit the comments of any parents of participating children who are not satisfied with components of the parental involvement Program.
- (Q) A description of the process/;procedures the LEA uses to ensure the implantation of the Parents Right -to - Know provisions under Section 1(h)(G), Section 112(g), and Section 3302
- (R) Where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

Tutorial and remediation services will be provided for students after school. Summer school will be provided for students needing remediation.

Additional Information

- The LEA Title I Plan for the Marengo County Board of Education was written in consultation with a variety of personnel and parents of children served through Title I services. Documented proof is included in the Advisory Committee Signature Page and minutes of meetings located in the office of the Federal Programs Administrator.
- This plan is submitted for the 2015-2016 school term and will be updated annually to reflect changing needs of the Marengo County School District. Prior components of this plan were included in the Consolidated Application submitted to the Alabama State Department of Education for approval.

This plan will be reviewed and revised annually in the fall of each school term. Other revisions throughout the year will be made as needed to reflect the needs of the schools of the Marengo County Board of Education. The LEA Title I Plan will be housed in the office of the Federal Programs Administrator and posted to the Marengo County website. This plan will be available for parents, students and the public to review. Parental dissatisfaction with the LEA Title I Plan should be addressed by submitting a letter to the Federal Programs Administrator including the parents' name, address, telephone numbers, child's name, and the specific nature of their concern. Upon receipt of the letter, the Federal Programs Administrator will contact the parent by telephone, letter, or conference. If there are still concerns, parents may contact the Federal Programs Director of the Marengo County Board of Education.

- The LEA Title I Plan will be submitted to the Alabama State Department of Education, Federal Programs Division (posted on egap) for review and will be available for review on-site during monitoring or other State-approved visits.
- Assurances- For more information, please see the Consolidated Application / egap.