

+Lauderdale County School District LEA Consolidated Plan 2021-2022

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:

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.

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.

For the 2021-2022 school year, Lauderdale County Schools (LCSS) will analyze STAR and ACAP data at the district and individual school levels to universally screen students in grades K-11, monitor their progress in achieving the state's student performance standards, and provide data to teachers, administrators, parents, and students. For accountability, students in grades K-3 will be universally screened with STAR for the state reading and math assessment. Students in grades 2-8 will also be assessed with ACAP, and Grades 4, 6, and 8 will also be assessed in the area of science with ACAP. The Pre-ACT will be given to 10th graders, the ACT Plus Writing for grade 11, ACT WorkKeys for grade 12, The Alabama Alternative Assessment (AAA) for all grades, and Assessing Comprehension and Communication in English State and State ACCESS will be administered to all Limited English Proficient (LEP) students. For progress reporting, ESGI assessments will be used in Kindergarten to assess

students' grade level standards and skills across reading, math, and behavioral/social skills at the end of each nine weeks grading period. For grades 1-12, progress reports are sent at the midpoint of each nine weeks grading period in hard copy and electronically, and report cards are shared with parents at the end of the grading period in hard copy and electronically. Assessment results are either shared from the district level to the school level and from the school level to the students and parents. Teachers will meet with parents at conferences to explain test results, if needed, or provide explanatory documentation. OSR Pre-K students' skills are assessed and documented in the Teaching Strategies GOLD software platform. These results are shared with parents during required conference times.

The LEA monitors the progress of our academic program by conducting program evaluations annually. To implement a well-rounded program of instruction that meets the needs of all students and challenging State academic standards, LCSS uses pacing guides across K-12 that are aligned with state standards. Lead teachers meet with district administrators to analyze and amend the district pacing guides when new textbooks and/or standards are adopted or when data reveals a trend that our pacing guides are not well aligned to the standards. Through early identification, RTI, and our adopted intervention programs, LCSS intends to meet the academic needs of all students, regardless of their barriers to learning.

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.

It is the intent of the LEA to provide early identification of students who are at risk for academic failure. LCSS has 21 OSR Pre-K classrooms that assist with the early identification of at-risk students at all 8 of our elementary schools. For FY22, a speech-language pathologist has been employed with OSR Pre-K grant funds to exclusively serve four-year-old students for early identification and intervention. Through data analysis of individual students by the combined efforts of district and school personnel, we will identify at-risk students by utilizing STAR as a universal, beginning-of-year screener. The RTI framework will be used to identify student needs and staff who are responsible for providing intervention services (i.e., classroom teacher, reading specialist, and/or reading/math interventionist). Goals for individual student improvement will be set by the school-level Pupil Support Team (PST). Progress for at-risk students will be monitored at school-level PST meetings and/or 504 meetings. District personnel will meet with school leadership teams throughout the school year to monitor the progress of at-risk students and help guide continuous improvement. Mid-year assessment data, as well as Scott-Foresman, Reading Horizons, Eureka math, IXL math, and Edgenuity assessments will be useful in determining the effectiveness of interventions.

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 LEA or school determines needs in meeting the challenging State academic standards.

The LEA will assist students in the attainment of high academic standards by providing additional support in reading, math, and/or behavior. The school-level PST will determine a student's needs and goals for improvement. As an LEA, we will equip and support teachers by providing quality, district-wide professional development for evidence-based programs and teaching/learning methods and strategies that will impact students' progress (e.g., ARI Literacy Model and AMSTI). We will assist teachers in understanding how to best adapt their instructional program to meet the needs of individual students (i.e., Response to Intervention tiers which includes small group instruction). The LEA will provide teacher training and up-to-date teaching materials for intensive intervention programs for students most at-risk in reading (Reading Horizons Discovery (K-3) and Elevate (4-12) and Rewards (7-12)). In differentiating instruction and practice for students, Renaissance's Freckle for K-3 reading and math will be implemented in 2021-2022.

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.

The LEA's Strategic Plan ensures that students graduate college and/or career ready. The objectives include professional development for staff resulting in highly-trained teachers and staff who consistently raise student learning and achievement. Improved student learning and academic growth occur through rigorous instruction and continuous learning improvement.

By providing students with a positive school climate in which they feel a sense of belonging and that a caring adult is available to them, research shows that student learning will improve.

Additionally:

- Identify and select qualifying students in grades 3-6 to participate in the gifted education program to augment the standard course of study.
- Develop four-year personal learning plans for eighth-grade students in preparation for high school.
- Offer opportunities for students in early college courses which will be taught by district or college faculty.
- Present honors course offerings when possible.

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

LCSS is committed to placing qualified teachers in every classroom setting and at each grade level in all schools. No disparities exist at this time. This LEA is in a region of the state where two teacher training institutions exist to provide quality teachers for our classrooms.

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

The LEA will use data to identify schools where comprehensive support and/or targeted school support is needed. Examples of data include (not limited to): average daily attendance, behavior reports, teacher attendance, safety, technology, socio-economic factors (access to reading material, educational level of parents), and free/reduced lunch eligibility. Data using the State and Federal Report Cards will be analyzed to determine student learning progress and schools' student achievement.

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 defined as a school attendance area in which the percentage of children from low-income families meets one or more of the following criteria:

- 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)).

As funding is available, schools with 35% of free and reduced lunch rates or higher will continue to be served. For FY22, the Lauderdale County School System will serve Waterloo School (PK-12), Wilson School (PK-12), Underwood School (PK-6), Central School (PK-12), Rogers School (PK-12), Lauderdale County High School (PK-12), Lexington School (PK-12), Brooks Elementary School (PK-6) and Brooks High School (7-12).

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

Neglected and/or delinquent students are identified through the court system and local community agencies (i.e., Lauderdale County DHR). With the McKinney-Vento grant and Title 1-A set-aside funding, students are provided clothing, school supplies, coverage of graduation expenses, and after-school tutoring for students living in a local home for children. Other necessary items and student participation expenses are paid for as needed. The LEA’s social worker and student support director assist in meeting the needs of these students.

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.).

The Lauderdale County Board of Education ensures that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in school. This district also follows the requirement of the McKinney-Vento Homeless Education Act of 2001. With the assistance of financial resources, our schools ensure that children meeting the definition of homeless will be free from discrimination, segregation, and harassment. In Lauderdale County, each of the 10 schools is responsible for reviewing data from the Student Incident Report, Pupil Support Team, student surveys, and other sources that indicate the overall culture of the school. Each school is responsible for identifying the strengths and needs of all populations of students, including, but not limited to, the homeless students. All school personnel are responsible for identifying any student needing services and reporting those needs to the homeless liaison. The Lauderdale County School System employs a social worker and student support director, serving as homeless liaisons. The staff works cooperatively to identify and serve the homeless population. Homeless students receive services provided through set-aside Title I funds (e.g., clothing, gas vouchers, school supplies, pay school fees, medical deductibles, groceries, after-school dependent care, and student support services).

10. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate the 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 LEA does not currently use federal funds to support, coordinate, and integrate services for early childhood programs. For FY22, we have 21 Office of School Readiness (OSR) First Class Pre-K classrooms: Brooks Elementary (4), Central (3), Lauderdale County High School (3), Lexington (2), Rogers (3), Underwood (2), Waterloo (1), and Wilson (3). For the FY22 school year, \$2,040,408 of available grant funds will be provided for the Pre-K program. LCSS has also received 7 P-3 Initiative grants for 7 Kindergarten classrooms. These grant funds total \$17,500 for renewals. P-3 Initiative classrooms are at the following school sites: Brooks Elementary (2), Central (1), Lexington (1), and Rogers (3).

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.

The LEA does not have a targeted assistance school. All of our served schools are school-wide.

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.

The LEA does not utilize federal funds to implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. However, middle school to high school parent meetings are held by all schools. At these meetings, individual student academic tracks are set. The individual student academic track information is added to Kuder, which is the Four-Year Plan for each student.

All high school students in the LEA participate in a mentoring program (Grades 7-12). The goal of this program is to ease the transition of students from grade to grade in middle and secondary schools.

Two career coaches are employed to advise high school students in transitioning to college and careers, including:

- Conducting classroom presentations promoting college and career programs and activities.
- Developing job shadowing opportunities for students.
- Planning and implementation of student career development plans.
- Recruiting students for technical program activities.
- Working with the Community Task Force in aligning student and industry needs with college coursework and workforce development activities.
- Assist students with admissions, financial aid applications, and registration procedures of colleges.

Additional student learning supports include:

- Earning entry-level job placement for students in participating local businesses through the LEA's Cooperative Education Program.
- Participating in College Day at the University of North Alabama and Northwest Shoals Community College where students learn about admission requirements, financial aid, and registration procedures.

At-risk students are identified and participate in one of three Jobs for Alabama Graduates (JAG) programs. The JAG Specialists assist students with:

- Applying for and securing jobs during and after high school by teaching soft skills, attending conferences, and competitions to demonstrate soft skills competency.
- Retain the active program by meeting the standard that sixty percent (60%) of JAG participants are employed post-graduation.

13. Sec. 1112(b)(10)(B)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

The LEA does not utilize federal funds to implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. However, career counseling is implemented by high school guidance counselors and career coaches.

The LEA uses a dual-enrollment model program offered for both traditional and virtual classrooms through the guidelines set by the University of North Alabama and Northwest Shoals Community College. Career coaches, guidance counselors, teachers, and administrators encourage students to participate in dual-enrollment course offerings. Further guidelines are provided in the Board of Education Policy Manual. According to the policy, students must attain a certain score on the ACT and/or have a certain GPA.

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 students, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners).

The LEA does not utilize federal funds for reducing discipline issues. However, The Lauderdale County School System incorporates strategies to prevent the overuse of discipline that removes students from the classroom. School discipline strategies include:

- Implementing a site-based Learning Support Committee--By addressing barriers to learning and promoting engagement, Learning Support teams incorporate the resources, strategies, and practices that provide physical, social, emotional, and intellectual support intended to enable all pupils to have an equal opportunity for success at school.
- Providing support for students who are placed in our In-school suspension--Alternative Behavior Educator (ABE) software modules provide students of all ages and grade levels (kindergarten through high school) with interactive activities that emphasize the importance of responsible behavior. The LEA's commitment is to empower teachers and administrators with the ability to combat dropout rates, disproportionality, number of referrals, and ISS/OSS assignments.
- Developing Pupil Support Teams (PST) to provide interventions for academic and behaviorally at-risk students. The goals of the PST teams are:
 - Reducing office referrals and out-of-school suspensions for students who are acting out in class
 - Providing professional development opportunities for administrators to design appropriate disciplinary sanctions.

The Lauderdale County School system hosts two annual Alabama State Department of Education English-Learner professional development workshops for teachers and administrators in Northwest Alabama. The workshops focus on cultural differences and language barriers for English learners (students and families).

15. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career, and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

Career and Technical Education (CTE) is a vital part of student learning and engagement in the LEA. College and career-ready standards are implemented in Career and Technical programs in coordination with other CTE and academic learning opportunities. The Allen Thornton Career Technical Center houses twelve independent programs that include a full-time work-based learning program. In addition to the ATCTC, there are 20 CTE programs dispersed among the system's seven high schools.

The determination of program needs is a result of input and recommendations through data from the Alabama Workforce Development Region 1 and program advisory councils. A state-funded CTE administrator and counselor are housed at the ATCTC overseeing budgeting, program compliance, and operations of all CTE programs at the center and school sites.

Career and Technical Maintenance, Operations & Maintenance, Carl D. Perkins Federal Grants, and state instructional funds sustain CTE programs and ensure that they are compliant with business and industry certification requirements. State initiatives such as the Alabama Simulated Workplace and the addition of career coaches provide experiential learning opportunities and prepare high school students for the workplace or postsecondary advancement.

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.

Lauderdale County schools use a work-based learning (WBL) program for eligible high school seniors. Enrolled students enrolled are employed at approved worksites and work under the supervision of a full-time work-based learning coordinator. WBL students receive academic credit as well as hands-on experience in working in a position that corresponds with their career goals and objectives. Many times, these opportunities result in full-time employment after graduation. Participating students gain valuable work experience and resume-building skills while working alongside industry professionals. In addition to the WBL program options, the LEA provides high school students with training in employability soft skills prior to graduation. Using the Smart Work Ethics program materials, the supplemental coursework is included in the required Career Preparedness Course.

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.

The LEA does not utilize federal funds to serve our gifted and talented students. Students and parents/guardians are provided with an LEA Gifted Program outlined in the Parent/Student Handbook for each school year:

Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may make a referral of a student.

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, Characteristics, and Performance. Points are assigned in a matrix according to established criteria to determine if a student qualifies for gifted services.

To make a referral, parents or other individuals should contact the Gifted Specialist or Counselor at the child's school.

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.

The LEA will not utilize federal funds for our library programs. However, if library materials are needed, federal funds may be allocated on an as-needed basis to schools to fulfill the schools' needs assessments.

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 Parent and Family Engagement Policy below).