

Winfield City Schools Consolidated Plan



2021-2022

Superintendent: Randy Thomley
Chief School Financial Officer: Sonia Chism
Federal Programs Director: Jennifer Simmons

WINFIELD CITY BOARD OF EDUCATION
CONSOLIDATED PLAN

This plan is provided as a means of disseminating information concerning Title I, Title II, Title III, and other Federal programs. In order to continue to receive these Federal funds, the local education agency (LEA) must insure that Federal regulations are followed. It is critical that the principal and teachers become thoroughly familiar with the various guidelines concerning each program. Copies of this plan will be made accessible on the district website, in each school's library, the principal's office and the guidance counselor's office.

WINFIELD CITY PERSONNEL

Superintendent of Education

Randy Thomley

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City Board of Education

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Dana Peoples – Vice President

Tommy Bowen

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Deborah Hankins – EL Coordinator
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Stefanie Weeks – Assistant Principal – WHS/WES
Carla Patton – Teacher – WHS
David Box – Parent – WHS
Kristy Ayers – Parent – WHS
April Cole – School Secretary - WHS
Josh Gurley – Principal WMS
Dee Aldridge – Counselor WMS
Chantaye Shaw – Teacher WMS
Nathan Dean – Teacher – WMS
Nicole Wyers – Staff- WMS
Jessica Agnew – Parent – WMS
Caroline Jungles – Parent - WMS
Mallory Long – Principal – WES
Heather May – Counselor – WES
Courtney Lindsey – Teacher – WES
Lisa Ann Mullins – Teacher -- WES
Stacie Posey– Parent – WES
Brandi Upton – Parent – WES
Nikki Sandlin - CNP
Melissa Smith - SPE Teacher
Jenny Jones - Paraprofessional
Tabatha Mays – Teacher – Journeys
Mallory Wynn – Parent – Journeys

Programs Included in WCS Consolidated Plan

Title I, Part A

Title II

Title III

**Winfield City Schools
2021-2022
LEA Consolidated Plan**

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

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

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

The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. **Each local educational agency plan shall:**

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

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

Winfield City Schools monitor student progress in meeting the challenging state academic standards by implementing a well-rounded program of instruction in efforts to meet the academic needs of all students. Winfield City Schools are STEM Certified symbolizing the implementation of a well-rounded program of instruction. In addition to being a STEM Certified System, Winfield City Schools will continue phasing in A+ College Ready during the 2020-2021 school year. Student progress will be monitored through presentations, academic achievement, formative testing, and summative testing as implemented by the state.

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 overarching goal of the Winfield City Schools Title I program is to enable every student to meet the state academic achievement standards. The Title I program provides programs and resources for disadvantaged students to meet this goal. In order to close the achievement gap, the LEA is committed to placing teachers who meet the applicable state certification and licensure requirements in every classroom.

We believe diagnosing the problems that may keep a child from learning to read is vital, thus our teachers are a part of the RTI Team. I-Ready assessments are administered at the beginning and middle of the year, and the ACAP Summative Test is administered at end of each school year. Teachers instruct through research-based reading programs that engage beginning readers, struggling readers, and English learners of all ages. The elementary school provides tutors to help struggling students throughout the school day. In addition, the middle school provides struggling students with tutors, as well as, intervention classes in reading and math targeting foundational skills to improve student learning. Teachers are provided with ongoing professional development in evidence based programs and teaching methods.

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.

Winfield City Schools will identify children who are failing or most at risk of failing by using several objective criteria including i-Ready, the school RTI process, student grades, as well as, students from "special populations" such as migrant, homeless, and EL. Students will be provided with in-school tutoring, after school tutoring, and intervention classes. Winfield City Schools utilize an after school program, Journeys, as a means of academic assistance for at risk students.

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.

All school personnel are required to attend professional development meetings and in-service programs throughout the school year that are provided with the use of Title I, Title II, and local funds. Funds provide technology training and various workshops connected to student learning which are hosted on and off campus. The Education Research and In-service Center through the University of North Alabama offers professional development opportunities during the summer months. The workshops are aligned in accordance with each teacher's Professional Development Plan and teachers keep record of CEUs on PowerSchool. Teachers are encouraged and supported to attend professional

development to become program trainers to provide training and technical assistance for in-district personnel.

Through substantial and ongoing professional development, teachers will be enabled to improve their skills, resulting in a higher quality of instruction. Improved instruction results in increased student achievement.

To insure that meaningful professional development occurs, programs will be designed to address identified needs. Test data and noted data trends serve as indicators of strengths and weaknesses in student performance as well as in instruction. This information will provide a basis for in-service training. School improvement plans, and teacher evaluations will be used to determine faculty needs and the types of professional development needed. Also, the in-service center's needs assessment and teacher surveys will be used to determine benefits derived from professional development training and additional needs which will be addressed in following years.

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

The ultimate goal of the Winfield City Schools Title I program is to enable every student to meet the state academic achievement standards. The Title I program provides the programs and resources for low-income, minority and/or disadvantaged students to meet this goal. In order to close the achievement gap, the LEA is committed to placing teachers who meet the applicable state certification and licensure requirements in every classroom. Inexperienced teachers are given help at each grade level or academic area by attending grade level meetings where lesson plans are discussed and activities are shared, as well as being assigned a teacher mentor. In addition, novice teachers are provided with a mentor for their first two years of teaching. The mentors and mentees meet weekly and then in a group setting with presentations developed by school leaders.

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

No school in Winfield City District is identified as Comprehensive Support 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).*)

Winfield City High School is not served under Title I.

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

Winfield City Schools do not have institutions for neglected or delinquent children in its service area. However, children from institutions can enroll during open enrollment and are served as any other student, accessing in-school tutoring, after school tutoring, intervention classes, RTI program, gifted/enrichment programs, and admittance to the 21st CCLC Journeys Program.

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.).

Winfield City Schools will make school placement decisions in the “best interest” of the homeless child or youth. Students will continue in the *school of origin* for the duration of homelessness when a family becomes homeless between academic years, during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year. A homeless student may enroll in any public school where non-homeless students attend. The student will abide by the same requirements for attendance areas/zones as the non-homeless student.

If the school enrollment decision is contrary to the wishes of the child or youth’s parent/guardian, the school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and procedure for appealing the placement decision. The complainant must file a *School Enrollment Dispute* with the school in which the student is presently enrolled. The principal of this school will

notify the Winfield City Schools Homeless Liaison of the dispute and take steps to resolve the dispute.

When a dispute arises regarding school placement, Winfield City Schools will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution to the dispute. The Winfield City Schools Homeless Liaison will expeditiously take steps to resolve the dispute. If the dispute cannot be settled by the homeless liaison, the liaison will assist the complainant in seeking technical assistance from an appropriate service agency. The Winfield City Board Policy will be followed.

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

Winfield Elementary School has two classrooms funded through OSR, arrangements are made for orientation with various pre-k/early childhood education entities such as Head Start, Kingdom Kids, and Happy Faces. The principal and elementary kindergarten teachers meet with parents to discuss transition details and helps. Orientation is conducted at kindergarten registration in April. Also, kindergarten open house and a second orientation will take place separately from all other grades in order to focus more specifically on transition. Finally, Winfield Elementary School uses a “phase in” method where groups of kindergartners and pre-school students attend half days allowing more one-on-one time with their teachers.

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.

No school in Winfield City District is identified as Comprehensive Support or Targeted Support Schools

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.

Winfield Middle School holds a separate 5th grade open house/orientation where upper classmen provide tours of the middle school, locker assistance, and a question and answer session. The Winfield High School counselor visits upcoming 9th grade students during the spring of their 8th grade year. She addresses the students’ 4-Year Plan, graduation credits, and school procedures. The high school holds a 9th grade open house/orientation with students and parents explaining expectations of high school students. The students are given their

schedules and allowed to tour the building. The first semester of the students' senior year, the counselor meets with the seniors to assist in completing FASFA and discuss scholarship application processes. Each spring Winfield High School holds a College Day and a Career Day where representatives meet with students on post-secondary options.

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.

Winfield High School offers dual enrollment classes through Bevill State Community College, as well as, ACCESS classes for student recovery/acceleration. All students, beginning in eighth grade, are given the Kuder Career Assessment to provide insight about student interests and skills and to create a 4-year education plan. Eighth grade students are bused to the high school to visit elective courses, allowing them to make informed decisions of which course/s to choose for their 4 year plan. Each spring the high school counselor visits the 8th grade, providing detailed descriptions of available diploma pathways. In addition, students in eighth, tenth, and eleventh grades attend WOW, a Mercedes and Shelton State sponsored career fair. Eleventh grade students are given the ASVAB Interest Inventory, as well as, the ACT which provides an interest/skill result and attend a career fair sponsored by Bevill State Community College. Technical Days are implemented at the high school level where representatives from Bevill State and area industries speak on career options in the technical fields. Students are then invited to observe the programs first hand with a visit to the college.

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)

Winfield City School District supports efforts to reduce the overuse of disciplinary practices that remove students from the classroom. Schoolwide positive behavioral interventions and supports are encouraged practices among teachers and principals. Character education is consistently addressed in all schools. School counselors and a mental health coordinator are available for students to access as needed or on a regular schedule. This method seems to help with the low rate of school suspensions in the district.

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.

Winfield City Schools supports the implementation of 1-to-1 initiative, providing all students with laptop computers or tablet devices, depending on the age of the student. Bevill State Community College awards students with Dual Enrollment Career Technical Scholarships while Winfield City awards students with Dual Enrollment Academic Scholarships allowing students to receive both high school and college credits. The LEA is committed financially to

provide funding for professional development, furniture, and teaching supplies to enhance student learning.

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.

Because Winfield City High School is not designated as a Title I School, the District provides funding for such activities as Career and Technical Education, Student Organization Contests, Work Based Learning, Campus Improvements, Automotive and Agriculture classes. Also, Upward Bound or Education Talent Search (ETS) participation is encouraged for first generation college prospects. Guest speakers, from area industries, are invited to campus to inform students how to apply and what qualifications are needed for jobs in their fields. Winfield High School has recently provided students with opportunities to receive course credit by “working” in various areas of the school, such as, if a student is interested in being a special education teacher, he/she will have the option of “working” in the self-contained classroom for a class period per day.

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.

Winfield City School uses second grade Child Find activities to determine student eligibility to enter gifted/enrichment classes. Gifted/Enrichment classes are taught in grades 3-5. In addition, A+ College Ready curriculum is taught in grades 6-10. Eleventh and twelfth grade students are offered dual enrollment classes, advanced classes, honors and AP classes. That being said, with the STEM methodology, every student is provided with enrichment activities in all grades through participation in drama, music, and art, only to name a few. Students are encouraged to participate in STEM/Art Expo held each spring as well as participating in the live streaming of various topics for the school district through multimedia classes.

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.

Winfield City Schools do not use federal funds to develop library programs, however, local and state funds are utilized to provide OPAC (online public access catalog for all students and educators) giving access to digital books. The books address a variety of reading levels/interests and digitized informational text is available for use by teachers to enhance

curriculum content. Renaissance Learning is utilized at the middle school providing students with additional reading comprehension practice. Accelerated Reader (AR) is used in both elementary and middle schools to encourage reading both fiction and nonfiction books on a regular basis. Awards are given to students for various achievements to encourage additional participation. In addition, each library is equipped with a computer lab and each student is provided with a laptop. Finally, each library is provided a local budget to use for maintenance and new purchases.

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).**

Winfield City School District holds an annual parent meeting addressing Title I topics. Parents are given a questionnaire to complete providing them with opportunities to ask questions, express concerns, and/or present ideas for the LEA plan. Parents are also asked to indicate whether they would like to volunteer to serve on any district or school committee for the current school year. Two meetings are held at different times of the day to maximize parent participation.

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.**

Family and community are addressed via the Winfield City School App and website, parent/teacher nights, and an open line of communication from school to home. Also, student presentation teams, morning radio shows, and informative presentations on changes and implementations occurring within the school. Moving forward with the STEM initiative several family activities are planned including, the Math Maze Project, ART Expo, Theater Presentations, and SSEP, only to name a few. Our local radio station offers us a weekly radio spot called "The Pirate Spotlight," which provides an on-going information system to keep families and community stakeholders informed with school changes and events. The community enjoys sports broadcasting by students and daily announcements from Pirate Point of View. Students participate in volunteering with various civic organizations like The Leo Club, Neighborhood Bridges, The Angel Tree Project, Christmas Décor, Safe Place, Backpacks and Beyond, and the local nursing home. The Shirey House Internet Café, our extended classroom, provides an off-campus location where students have opportunities to receive tutoring and a safe location to complete homework with free Wi-Fi. . Students are also bused to the Shirey House during the school day to

complete STEM projects. As a result of our “Green Thumb Initiative,” the community has various opportunities to work with our horticulture students to purchase plants and see our greenhouse at work. Under the guidance of our horticulture teacher, we also partner with Auburn University and Wallace State Community College to gain expertise in the agricultural arena. Our plant sales have proven to be a successful way to both educate our students about community business while providing a needed service to our community patrons. We jointly use the WeatherSTEM weather and agriculture station to keep our community informed of weather events in our area as well as use the agriculture component to help with our greenhouse productivity. We advertise our weather station and encourage our community to download the WeatherSTEM App for up-to-date local weather information. In an effort to educate parents on state testing and student results, parent data nights are held as well as parent/teacher conferences and handouts.

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 Winfield City School System will coordinate and integrate parental involvement strategies with the following other programs: Pre-Schools, 21st Century Learning Centers, Parent Resource Areas, and Principal Collaboration. Desiring to reach all parents, additional efforts are made to strategically include and invite those parents who are economically disadvantaged or have limited English proficiency. We reach out through various social media platforms to communicate events at each school. Families are invited to participate in the spring Art Expo, the Pirate Classic band competition, book fairs, virtual parent meetings, vocabulary parades, open-house and theater performances. Our parents/guardians serve on both the system-wide advisory committee and the Title I Planning Committees. Additionally, Advisory Committees are formed at each school and our parents/guardians are active participants in the development of the schools’ Annual Continuous Improvement Plans. (ACIPs). Parent/Guardians are also provided the opportunity to participate in the end of the year survey seeking input concerning the effectiveness of the Title I Program. Results are used to identify possible changes for the following year.

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)

The Winfield City School System implements programs, activities, and procedures for the involvement of parents that are planned and implemented with meaningful consultation with parents of participating children. The system conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy/plan in improving the quality of its Title I, Part A schools. The school district and its schools will provide full opportunities for participation of parents, including providing information and school reports in an understandable and uniform format, and, including alternative formats upon requests, and, to the extent practicable, in a language parents understand. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who:

Are economically disadvantaged
Have disabilities

Have limited English proficiency
Have limited literacy
Are of any racial or ethnic minority background
Are parents of migratory children

Winfield City Schools and parents use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement plans. Additionally, each school is responsible for conducting an evaluation of their local parental involvement plan.

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

The Winfield City School System provides the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Winfield District is 1:1 in grades K-12. Parent nights were held prior to school year 2021-2022 to assist parents and students, who had chosen the virtual option of learning, in navigating through the virtual platform.

The Title I Advisory Committee meets twice a year allowing parents the opportunity to review and make recommendations for improvements to the plan.

The Title I Advisory Committee and the Winfield City School System provides coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

The Winfield City School System provides resources for parenting – books, literature, videos, etc.

The Winfield City School System coordinates necessary training on literacy, math, interpreting test results, etc. Schools help parents understand state content and performance standards, state and local assessments, Title I requirements, how to monitor progress while participating in their children’s education, and how to work with educators toward children’s improved performance. Winfield City provides meetings, conferences, and handouts to accomplish this goal.

Technical assistance for parents can be found at the Shirey House Internet Café, the extended classroom for Winfield City Schools. During hours of operation, parents can find free Wi-Fi and technical assistance to assist them with educational needs.

(iii) strategies to support successful school and family interactions

The Winfield City School System, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, via workshops and meetings, both formal and informal. Great strides are made as efforts to coordinate events involving faculty, staff, parents, and community partners providing multiple opportunities for growth in relationships, which is the building block for student success. Families who are new to the District are invited to have coffee and talk about our community at the Shirey House.

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.**

The system shall use the findings of the evaluation described in this section to determine the effectiveness of the parental involvement program to determine whether there has been increased participation and whether there are barriers to greater participation, particularly by parents who are disabled, who have limited English proficiency, limited literacy, or are of any racial or ethnic minority. Findings from the annual evaluation shall be reported and be utilized to design strategies for school improvement and revise, if necessary, the parental involvement policies.

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.**

Parents are involved in the joint development of the Title I plan and parent involvement program. The school system includes parents by having parents/guardians serve on the system-wide advisory committee and the school level Title I Planning Committees. Advisory Committees will be formed at each local school and will serve as active participants in the development of the schools' Annual Continuous Improvement Plans (ACIPs). Parents will be provided the opportunity to participate in the end of the year survey seeking input in to the effectiveness of the Title I Program. Results are used to identify possible changes for the upcoming year. Information will be disseminated to parents on an ongoing basis regarding changes, programs and future plans.

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.**

In an effort to improve student achievement and maintain strong school/family/community partnerships, Winfield City Schools help parents understand the state of Alabama content and performance standards, state and local assessments, Title I requirements, how to monitor progress while participating in their children's education, and how to work with educators toward children's improved performance. We provide virtual meetings, tutorials, and technical assistance to accomplish this goal.

- H. Describe how it will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology**

(including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

The Winfield city School System, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Parents are able to view student assignments and grades via a student information system. The school district will take the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: provide a translator for parents at meetings and on as needed basis; translate invitations to parent meetings; use Transact software to translate communications sent to parents.

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.

The Winfield city School System, with the assistance of its schools and parents, educates its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by workshops, as needed, conducted by the Title I staff. Partnerships between Title I schools and community-based agencies and organizations are developed to strengthen the parenting component of the Title I program. Parents are encouraged to attend the parent/teacher conferences as well as to schedule parent/teacher conferences at other times throughout the year, as needed. Conferences can also be scheduled with a guidance counselor. Parents are encouraged to get to know their child’s teacher and to communicate with him or her throughout the year.

A parent meeting is held to distribute individual student state assessment results. Individual results are delivered during meeting registration prior to a slide presentation explaining various terms and graphs found on the student grade report. This presentation is presented by the district and building test coordinators and they are ready to answer any parental questions following the presentation. If parents need further or private assistance with the interpretation of those results a conference can be scheduled with the teacher or guidance counselor.

Additionally, the Winfield city School System will use the school website www.winfield.k12.al.us and the Winfield City School App as a sustained means of communication along with Thrill Share notification system to keep parents informed of school news and updates.

J. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Winfield City Schools, to the extent feasible and appropriate, coordinates and integrates parental involvement programs and activities that nurture the needs of the parents. A Child, Parent, and School Compact outlines how parents, staff, and students share responsibility for promoting high student achievement. The compacts are developed jointly by students, parents, and educators. Parents shall discuss the content of the compact with

their children prior to signing it. Student behavior is also addressed in the Parent Compact. Regular collaboration occurs between the school system and the Journey's Program, three on-campus preschool centers, public preschools, as well as various community/civic groups throughout the year.

Information about the Adult Education classes at Beville State Community College is located in the Parent Resource Center, informing parents of key classes such as Basic Computer, Reading, GED, and Work-Keys. Also, parents can check out educational materials for their children and to obtain materials on parenting. Staff assistance will be available in the Parent Center when assistance is needed. There are parental information pages found on the school website, which is updated on a regular basis. In addition, each school's counselor provides counseling brochures to parents and students, as well as, updates the Facebook counseling page regularly.

K. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The school district takes the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: provide a translator for parents at meetings and on as needed basis; translate invitations to parent meetings; use Transact software to translate communications sent to parents. The system will provide:

System website

School App

Newspaper articles that are related to events occurring at school and reports of events

ThrillShare notification system of school events and weather alerts as related to school

Posting of events on the high school's electronic message board

Student lead athletic radio broadcast

Remind 101

Monthly school updates on the Pirate Spotlight

WMS Crows' Nest YouTube Channel

WHS Pirate Studios YouTube Channel

Social Media

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

The Winfield City Schools will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Providing materials for schools to distribute at local parent meetings

Speaking upon request of local school officials

Organizing parent meetings for special populations (Migrant, ELL, etc)

Providing materials for local literacy programs offered by local community college

Data Nights

Academic help via in person, Google Meets, and Zoom

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.

The Winfield City Schools, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, as needed, by:

Principal/Administrator meetings

Faculty/Staff Meetings to assist partnerships between home and school

Use of www.winfield.k12.al.us website, Winfield City App, ThrillShare notification system, and Simbli App

Monthly Communication via the Pirate Spotlight Radio Show

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.

Having parent resource areas within the school and social media where parents may learn how to help their child be successful is a way Winfield City Schools provides literacy training. Throughout the year, parenting workshops and adult education classes, through our partnership with Beville State Community College, are held on various topics and parents are encouraged to take part to enhance both their own and their child's education. The Shirey House Internet Café' provides free internet services to those parents/students who need technology assistance and Wi-Fi.

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.

Meetings shall be arranged at a variety of times throughout the year to enable parents to participate in parent involvement activities. This will help maximize the opportunities for parents to participate in school related activities. Most occasions provide opportunities for children to participate as well to encourage parental involvement.

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

Parents are requested to attend open house in order to receive student schedules. At that time parents are informed of various ways they can become involved in their child's school. In cases where parents cannot attend and/or students enroll after school has begun, parents and students are directed to view an open house video informing them of the logistics of Winfield City Schools including parent involvement. Throughout the school year, parents are encouraged via handouts, phone calls, and emails to volunteer as homeroom/grade-level parents.

Q. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating

children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school. Flexibility in arranging meeting times will provide better participation and family involvement in varying circumstances.

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

Winfield City Schools ensures that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Contacts are made with the use of flyers, report cards, the local newspaper, radio announcements, memos, telephone calls, individual parent conferences, electronic message board, school website, school app, and ThrillShare. To remove as many barriers to participation as possible all feasible attempts will be made to contact and effectively communicate with parents who may be economically disadvantaged, disabled, have limited English proficiency, or who are of a racial or ethnic minority. This can be accomplished with the above mentioned methods and expanded with the use of system translators, computer translated correspondence, and offers of rides to meetings to give reluctant parents friendly support.

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.

Recognizing that the parent is the child's first and most important teacher, and that the parent's continued involvement is essential for the success of the child, Winfield City Schools is committed to building a strong parent-school partnership. Furthermore, federal regulations state that funds may be received only if programs, activities, and procedures for the involvement of parents/guardians of participating children are implemented. To support a strong parent-school partnership, the following was developed, in consultation with parents/guardians of students to ensure that parents/guardians are involved in planning, implementing, and evaluating the Title I program.

Parent representatives serve on the system-wide advisory committee and the school level Title I Planning Committees. They are active participants in the development of the LEA Title I Plan. In addition, parents are given the opportunity to review the plan and offer input before the plan is approved. For the LEA Parental Involvement Plan, all parents of Title I participating students, the students themselves, and general education teachers are given surveys at the end of the school year seeking input on the effectiveness of the Title I program, its teachers, the benefits, and suggestions for improvement. Survey results are reviewed by the parent representatives and Advisory Committee in determining needed changes. Each year the LEA Title I Plan, including the Parental Involvement components are reviewed and evaluated. Improvements are the result of collaborative efforts of all participants.

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

Winfield City Schools recognizes the importance of school, home and community. As a result of this recognition efforts are made on a continual basis to involve community business partners, EMA, Law Enforcement, and Fire Department with various programs and events within the school district. The school system continually seeks ways to form partnerships with businesses in the area, discovering ways they can work together to benefit students and their families. Stakeholders are encouraged to take joint campus tours with parents to share ideas about school improvements and new ways for parental involvement to take place

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.

The school district takes the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: provide a translator for parents at meetings and on as needed basis; translate invitations to parent meetings; use Transact software to translate communications sent to parents. The system will provide:
System website
School App
Newspaper articles that are related to events occurring at school and reports of events
ThrillShare notification system of school events and weather alerts as related to school
Posting of events on the high school’s electronic message board
Weekly school updates on the Pirate Spotlight
Crows’ Nest
Pirate Studios
On-site Translator

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

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

PLAN APPROVED BY (Person or Entity)

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))