

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.

Grade-level data meetings will take place to monitor students' progress in informal assessments and standards mastery to inform instructional practice. Monthly data grade span meetings will take place to monitor the progress of student performance and to identify gaps and areas of concern in the curriculum. In the data meetings, iReady Math, and STAR scores for Math, Reading, and Language will be analyzed for each student. In grades K-3, Star CBM scores will also be analyzed. Teachers and admins will identify winter benchmark goals for Math and ELA for each student for the winter STAR assessment and/or the winter iReady benchmark test. Teachers will use the information gained from the data and curriculum discussions to inform instruction for maximum student growth.

In addition, surveys will be given to students, parents, and teachers in order to identify school characteristics that they consider to be of importance and concern at each local school. The information gained from these surveys will be tallied and areas of concern addressed with students, parents, teachers, and administration. The Continuous Improvement Plan Advisory Committee will be responsible for determining which local school assessments will be utilized.

The STAR Reading and Math & ACAP scores will be utilized by teachers to determine the success of students in meeting the state's student performance standards. They will also be used to provide information to parents and students; assist in diagnosing, teaching, and utilizing appropriate learning strategies; evaluate program effectiveness; determine and provide professional development; and revise program components if necessary. Other assessments that may be used include

Grade K-5
ACAP (2-5)
Renaissance Star CBM
W-APT, as identified
AAA, as identified
ACCESS, as identified
RIAS, as identified
iReady Math (4-5)
STAR Reading and Math

Grades 6-8
Mastery Connect Assessments
ACAP
Achieve 3000
iReady Math/Reading

Grades 9-12
Mastery Prep
Pre-ACT 10th
ACT Plus Writing (11)
ACT Work keys (12 optional)
ACCESS, as identified
W-APT, as identified
AAA, as identified
Achieve 3000

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 STAR Reading and Math and the Alabama Alternate Assessment will be utilized by teachers to determine the success of students in meeting the state's student performance standards. They will also be used to provide information to parents and students; assist in diagnosing, teaching, and utilizing appropriate learning strategies; evaluate program effectiveness; determine and provide professional development; and revise program components if necessary. Other assessments that may be used include

Grade K-5
ACAP (2-5)
Renaissance Star CBM
W-APT, as identified
AAA, as identified
ACCESS, as identified
RIAS, as identified
iReady Math (4-5)
STAR Reading and Math

Grades 6-8
Mastery Connect Assessments
ACAP
Achieve 3000
iReady Math/Reading

Grades 9-12
Mastery Prep
Achieve 3000
Pre-ACT 10th
ACT Plus Writing (11)
ACT Work keys (12 optional)
ACCESS, as identified
W-APT, as identified
AAA, as identified

Students who are at-risk will be identified in weekly data meetings by their examining academic progress, attendance patterns, and behavior.

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.

Services are provided to and for all students with an increased emphasis on helping the at-risk students achieve local and state goals of high achievement. Measures to be used toward achieving these goals and making revisions when appropriate are addressed by the LEA Advisory Committee.

Although each Continuous Improvement Plan (CIP) was written to meet the components of the Every Student Succeeds Act, each varies in composition and strategies to meet the individual needs of each school and the students.

To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, Piedmont City Schools in conjunction with the Alabama State Department of Education, has adopted the following five goals and corresponding performance indicators identified by the U.S. Department of Education (USDOE).

Goals and Indicators:

1.0 Performance Goal 1: All students will reach high standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment.

1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment.

1.3 Performance Indicator: The percentage of Title I schools that make adequate yearly progress as defined in the data.

2.0 Performance Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance Indicator: The percentage of limited-English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance Indicator: The percentage of limited-English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for Performance Indicator 1.1.

2.3 Performance Indicator: The percentage of limited-English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for Performance Indicator 1.2.

3.0 Performance Goal 3: All students will be taught by state-certified teachers.

3.1 Performance Indicator: The percentage of classes being taught by "state-certified" teachers.

3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development.

3.3 Performance Indicator: The percentage of paraprofessionals, excluding those with sole duties as translators and parental involvement assistants, who are qualified in accordance with the ESSA requirements.

4.0 Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the state.

5.0 Performance Goal 5: All students will graduate from high school with a regular diploma.

5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma:

* Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency status, and status as economically disadvantaged.

* Calculated in the same manner as used in National Center for Education Statistics (NCES) reports on Common Core of Data.

5.2 Performance Indicator: The percentage of students who drop out of school.

* Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency status, and status as economically disadvantaged.

* Calculated in the same manner as used in National Center for Education Statistics (NCES) reports on Common Core of Data.

B. Additional Academic Indicators

Piedmont City's Continuous Improvement Plan (CIP) is reviewed and monitored throughout the school year by the Continuous Improvement Plan (CIP) Advisory Committee. Piedmont City administers the State of Alabama-mandated tests annually. In addition to the aforementioned assessments, student progress is monitored using the following indicators:

1. State Superintendent's Report Card (annual dropout rate, average daily attendance)
2. Individual School Report Card
3. Annual Retention rate
4. At-Risk Students-PST Teams
5. Student Attendance
6. Student Suspensions
7. Transience

C. Additional Educational Assistance

The LEA and schools use information obtained from the STAR Reading and Math, ACAP, and additional assessments to assist in diagnosing and teaching. A plan of action will be formulated for each student failing to meet proficient or advanced levels of academic achievement. The results of all assessments are analyzed annually for comparability.

Students identified with academic difficulty on standardized tests in Reading or Math will be provided with intervention classes. This may take place during the school day or during after-school programs designed to meet these students' needs.

In grades K-3, students are assessed using the Scantron and Star CBM Assessment as well as other informal instruments to identify reading and math levels and areas of weakness. Teachers will use this data to drive instructional strategies.

Grade-level data meetings will take place to monitor students' progress in informal assessments and standards mastery to inform instructional practice. Monthly grade span data meetings will take place to monitor the progress of student performance and to identify gaps and areas of concern in the curriculum. Students who are at risk will be identified in data meetings by examining their academic progress, attendance patterns, and behavior. The students who are identified as "at-risk" will be moved into the 3-tiered RTI approach for support with intensive instruction. Students identified as at-risk students will be offered support and assistance through the 21st Century After-School program called Piedmont Learning Academy. At-risk students will also be supported through our digital content programs on Macbook as PCSD has a 1:1 MacBook initiative and each student in grades 4-12 has a Macbook that is with them at home and at school.

Identified students who have academic difficulty (D's and F's) on report cards and/or progress reports may be referred to the Problem Solving Team (PST). Parent conferences and notifications for identified students will be held to discuss identified strategies to use at home and to provide support at school.

All students are given an opportunity to participate in various digital content programs such as Achieve 3000, eSpark, Renaissance, iReady, Classworks, IXL Math, IXL Language Arts, and Brainpop. Classworks and eSpark provide individualized learning paths derived from the STAR assessments, which are updated with each new test. This is facilitated through the 1:1 MacBook initiative.

Students who have been retained will participate in various remedial programs as recommended by the Problem Solving Team (PST). The purpose of these programs is to remediate students and scaffold their learning according to their needs.

In grades K-8, students who are identified as having significant reading problems will be referred to the reading remediation program. This program provides small group intervention to teach students basic reading skills and provides an opportunity to read to develop fluency.

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.

Grade-level data meetings will take place to monitor students' progress in informal assessments and standards mastery to inform instructional practice. Monthly grade span data meetings will take place to monitor the progress of student performance and to identify gaps and areas of concern in the curriculum. Students who are at risk will be identified in weekly data meetings by examining their academic progress, attendance patterns, and behavior. The students who are identified as "at-risk" will be moved into the 3-tiered RTI approach for support with intensive instruction. PES, PMS, and PHS have created DATA rooms where data meetings take place. Student data from STAR Reading and Math, Achieve 3000, and Star CBM is displayed on the walls, as well as electronically, for each student in math and reading. Having the data in an electronic format allows the data to be readily available to all teachers at any time. Students are placed into one of 3 categories: Benchmark, Strategic, and Intensive. Students identified as Intensive will be offered school-day intervention support and assistance through the 21st Century After-School program called Piedmont Learning Academy. Intensive students will be supported through intensive tiered instruction, and digital content programs on Macbooks as PCSD has a 1:1 MacBook initiative, and each student in grades K-12 has a Macbook, and each student in grades 4-12 has a Macbook that is with them at home and at school.

Identified students who have academic difficulty (D's and F's) on report cards and/or progress reports may be referred to the Problem Solving Team (PST). Parent conferences and notifications for identified students will be held to discuss identified strategies to use at home and to provide support at school.

All students are given an opportunity to participate in various digital content programs such as eSpark, Achieve 3000, Classworks, IXL Math, IXL Language Arts, and Brainpop. Classworks and eSpark provide individualized learning paths derived from the Star reading and math assessment, which is updated with each new test. This is facilitated through the 1:1 MacBook initiative.

Students who have been retained will participate in various remedial programs as recommended by the Problem Solving Team (PST). The purpose of these programs is to remediate students and scaffold learning according to their needs.

In grades K-8, students who are identified as having significant reading problems will be referred to the reading remediation program. This program provides small group intervention to teach students basic reading skills and provide an opportunity to read to develop fluency.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required and 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.

All PCSD teachers are licensed and state-certified by the State of Alabama at this time. All parents are provided with a Parent's Right to Know letter at the beginning of school.

6. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under section 1111(d)(1) regarding Comprehensive Support and Improvement (CSI) schools. The local education agency must include how it will develop and implement a CSI plan in partnership with stakeholders that takes into account the accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment, identifies resource disparities, and is approved by the school and the local education agency.

Presently there are no Comprehensive Support and Improvement schools in the Piedmont City School System.

7. Sec. 1112(b)(3)

If the local education agency provides public school choice as described in 1111(d)(1)(D) to students enrolled in a school identified for Comprehensive Support and Improvement (CSI), describe how the local education agency gives priority to the lowest-achieving children, how the local education agency ensures that a student who uses the option to transfer shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school, and how the local education agency permits a student who transfers to another public school to remain in that school until the student has completed the highest grade in that school.

Presently there are no Comprehensive Support and Improvement schools in the Piedmont City School System.

8. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under 1111(d)(2) regarding Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools (if applicable). The local education agency must include how it will support a school in developing an improvement plan in partnership with stakeholders that takes into account the accountability indicators for each subgroup of students for which it is identified and includes evidence-based interventions. The local education agency must include how it will approve the plan and monitor its implementation, including how the local education agency will take additional action following unsuccessful implementation of the plan after a number of years determined by the local education agency.

Presently there are no TSI and ATSI schools in the Piedmont City School System.

9. 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).)

Piedmont Elementary School and Piedmont Middle Schools are school-wide Title I schools due to the fact a high percentage of our families are low-income families.

10. 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.

Piedmont City Schools currently operates Title I School-wide Programs at Piedmont Elementary Schools and Piedmont Middle School in an effort to meet the educational needs of all students attending both schools. PES and PMS School-wide programs are focused on improving math and reading achievement for all students through the use of a variety of technology programs such as eSpark, iReady, IXL Math, IXL Language Arts, Achieve 3000, Classworks, Scantron, & Brainpop.

Presently, there are no local institutions for neglected or delinquent students in the Piedmont City Schools attendance zone. However, admission procedures are in place.

11. 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.). Presently, the Piedmont City School District is serving 14 homeless students. The Piedmont City School District ensures there are no barriers for children and/or unaccompanied youth while enrolling. The purpose and goal of the Piedmont City School District's Homeless Program is to make students and their families aware of the assistance provided under section 1113(C)(3)(A) by identifying children and their families early on through questionnaire forms, and trained personnel. The district liaison will collaborate with other entities and agencies, which help provide proper services in a timely manner. The Piedmont City School District will provide homeless children and youth, with educational services, and referrals to health services, along with referrals to agencies for housing, clothing, and food services. (see PCS Homeless Plan 2023-2024).

12. 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. Piedmont City Schools currently does not offer any preschool programs funded with Title I funds. However, we do operate 3 state-funded Pre-Kindergarten classes that serve 56 students in our elementary school. We also serve students ages 3-5 with special needs. In addition, local Head Start and private preschools are invited to attend parent workshops and transition activities.

13. 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. Presently there are no Targeted Assistance Schools in the Piedmont City School System.

14. 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.

To facilitate transitions from middle school to high school and high school to postsecondary and career, PCSD has embarked on an initiative called mBolden. MBolden Piedmont is based on three overarching goals for our schools' redesign: advanced mastery, relevance, and student ownership.

Teachers lead us in realizing our first goal of Advanced Mastery, which is a hybrid of competency-based and project-based learning models. Through this approach, Piedmont students are learning standards-based content at their own pace. To advance through the curriculum, students will demonstrate mastery through rigorous projects and aligned assessments. Since students will not be bound by grade levels or seat time, it is the intention of mBolden that students can begin to earn high school credits during their middle school years, in turn providing more flexibility in high school years for college and career preparatory coursework.

The second goal is to ensure that students find learning relevant to their interests and career aspirations. Research shows that students who do work tied to interests and their goals have better college and career outcomes. We will continue to measure our progress against this goal through teacher, parent, and student surveys, especially paying close attention to questions about student enthusiasm for learning and hope for the future.

Our third goal is to increase student ownership over their learning. Student survey data and teacher observations indicate that our students struggle to set and track goals and work through problems. These skills are not innate, we must explicitly teach students what self-efficacy looks like and how to fight for one's future. If we develop this mental tenacity and skill set during middle school, we are putting students on a path to be successful in high school, college and career.

During "Team Time" students meet in groups of no more than 15 students and a teacher. Students will stay in these teams during all middle school years. "Team Time" three times per week. Students work with teachers to set goals and monitor progress; manage time, and build skills for self-advocacy and strategies for online learning. During "Team Time" students will also have the chance to talk with people who grew up in their community – or a similar rural community – and are now working professionals. With only 11% of the adults in our community holding a college degree, right now the only contact students have with college-educated professionals is at school or the pediatrician's office. Our goal is to increase exposure and a sense of possibility for our students.

From High School to Postsecondary

The concept of team time continues at Piedmont High School where this period is built into the schedule. During team time, students meet in groups of no more than 15 students and a teacher, counselor, or paraprofessional. Students will stay in these teams during their high school years. Team Time occurs each Thursday. Students work with teachers to set goals and monitor progress; manage time, and build skills for self-advocacy and strategies for online learning. During team time, students will also have the chance to talk with people who went to Piedmont High School and are now in college pursuing a degree or are working either in other cities or are employed in Piedmont. Our goal is to increase exposure and a sense of possibility for our students.

The health science classes offered at Piedmont High School help to prepare students in the program for future healthcare careers and increase their knowledge base as they are entering college or the workplace. Our Health Science Internship class allows the students to intern in the community at local physicians' offices. We currently use Dr. Ben Ingram- dentist, Dr. Eberhart, Pruitt, and McClendon- dentist, Dr. Ulrich- family practice, Connie Geimer CRNP- Family Medical Nurse Practitioner, Dr. Mohon Optometrist, Dr. Lusk D.V.M., and the Piedmont Health Center and Rehab. The students are able to obtain their CNA certification through the Health Science Internship class and can also earn the BCLS Instructor certification. Upon completion, students are able to teach their own classes of CPR to their family, friends, and community with this certification. With the CNA certification, the students have the opportunity to begin working in the healthcare field and this also helps them enter nursing school earlier than other students without the certification. We have had great success with the health science program since it began in 2014. The students have competed in various competitions through HOSA and SkillsUSA.

In order to enhance and strengthen our seniors, Piedmont High School has instituted a senior project, the Piedmont Promise Project (3P). 3P is a journey of self-awareness, personal growth, and personal responsibility. 3P is designed to prepare students for college and/or the workforce via research, reflection, and communal experience. 3P meets the standards of Career Prep B, which is required for graduation.

Students will develop their own projects around their high school academics, career interests, college major interests, and community service. The project is an excellent way for students to explore an area of interest while practicing the valuable skills of time management, organization, communication, goal setting, and decision-making. It combines academic knowledge and real-life experience with higher-order thinking and planning. The outcome of this equation is that students feel more prepared for a career, college, and, ultimately, their adult lives.

As a result of participating in the project, many students may realize their college majors, make important professional contacts, and even set up future jobs or internships. Others may benefit emotionally and psychologically as a result of volunteering their time to help in their community. 3P is a culmination or "Cap Stone" of a student's learning experience at PHS and represents the skills that all students should master before receiving a high school diploma.

15. 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.

Middle School to High School

During "Team Time" students meet in groups of no more than 15 students and a teacher. Students stay in these teams during all middle school years. "Team Time" meets one time per week. Students work with teachers to set goals and monitor progress; manage time, and build skills for self-advocacy and strategies for online learning. Team time gives students the opportunity to discuss their goals and aspirations for the future and make connections as to how their progress in their education at Piedmont Middle School is connected to their future goals for college and career. During "Team Time" students will also have the chance to speak with people who grew up in their community -- or a similar rural community -- and are now working professionals. With only 11% of the adults in our community holding a college degree, right now the only contact students have with college-educated professionals is at school or the pediatrician's office. Our goal is increased exposure and a sense of possibility for our students.

Eighth-grade students develop a four-year plan using the Alabama Career Planning System. This plan includes the courses they will take during their high school career. These plans are carefully reviewed by the guidance counselor and career coach before being submitted to the state. These plans are also reviewed and updated yearly by the high school counselor and career coach. The eighth-grade students also use the Alabama Career Planning System to take an interest inventory and a career skills inventory which assists them in choosing a career path.

High School to Post-Secondary and Career

Students at Piedmont City School District are offered opportunities for dual enrollment through Jacksonville State University and Gadsden State Community College. Dual enrollment specialists from these colleges visit and present their program/programs to upcoming 10th and 11th graders. Scholarships are awarded to deserving students. The specialists are also available during scheduled pick-up to answer any questions and assist with enrolling students in the program. Piedmont High School offers a variety of online classes to accommodate students' schedules as they participate in the dual enrollment program. This opportunity prepares students for the college experience because they are required to apply, register, and complete assignments given through the college's learning management system.

The 3P program offers college options day, military options day, FAFSA orientation, college registration, and training in job/interview skills. In 3P students create a digital portfolio, and LinkedIn account, and write resumes and cover letters. 3P requires students to apply to college and apply for scholarships. All senior students attend a career fair and must pass the 3P interview process to complete the requirements for graduation from Piedmont High School.

When Piedmont City Schools students are in the eighth grade, they visit the high school, begin their four plans, and participate in Team Time weekly so that they can be provided help, assistance, and mentoring as they enter their high school years.

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).

mBolden Piedmont is based on three overarching goals for our schools: advanced mastery, relevance, and student ownership.

The second and third components, Relevance and Student Ownership, we believe, are key to reducing discipline infractions at Piedmont Elementary and Piedmont Middle Schools.

The second goal, Relevance, is to ensure that students find learning relevant to their interests and career aspirations. Research shows that students who do work tied to interests and their goals have better college and career outcomes and are more engaged in their work. Increased student engagement means fewer discipline referrals.

Since implementing mBolden in 2014, we have observed fewer total discipline infractions at PES and PMS.

School	Total Infractions 14-15	Total Infractions 15-16	Total Infractions 16-17	Total Infractions 17-18	Total Infractions 18-19	Total Infractions 19-20	Total Infractions 20-21	Total Infractions 21-22	Total Infractions 22-23	Total Infractions 23-24
PES	45	74	25	28	28	1	13	2	3	
PMS	371	368	222	78	79	106	16	12	17	

We will continue to measure our progress against this goal through tracking discipline data and teacher, parent, and student surveys especially paying close attention to questions around student enthusiasm for learning and hope for the future.

Our third goal is to increase student ownership over their learning. Student survey data and teacher observations indicate that our students struggle to set and track goals, and work through problems. These skills are not innate, we must explicitly teach students what self-efficacy looks like and how to fight for one's future. If students feel as if they have ownership in and choice in their education and they understand how their education is connected to their future

goals, then discipline referrals will decline as we have observed. We will continue to develop this mental tenacity and skill set during elementary and middle school, and we will reinforce the skill set during high school in order to place students on a path to be successful in high school, college and career.

We monitor the Civil Rights Report, SIR, and other data from administrators' discipline practices. We encourage administrators to counsel students and ensure students with ELL and disabilities are provided the appropriate services.

17. 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.

The career technical director will work to ensure credential opportunities for students participating in career technical courses in grades 9-12. To ensure the programs are in-demand or high-wage, the career technical director utilizes Demand and Wage reports from the JobsEQ site provided by the state. Carl Perkins funds are used for career technical education.

18. 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.

Students are only provided work-based learning opportunities for academic credit at Piedmont High School. PHS is not a school-wide Title 1 school.

19. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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.

We do not plan to use Title I funds on gifted and talented students. Gifted and talented students are served with local funding.

PCSD typically implements a variety of programs and strategies to serve gifted and talented students. These efforts are aimed at providing these students with educational opportunities that challenge and stimulate them to reach their full potential.

The process begins with the identification of gifted and talented students. The PCSD may use a combination of assessments, including standardized tests, teacher recommendations, and portfolio reviews to identify these students. Once identified, gifted and talented students are provided with a differentiated curriculum that is tailored to their specific needs and abilities. This often involves more advanced and challenging coursework in core subjects such as math, science, language arts, and social studies. Teachers may modify the pace and depth of instruction to accommodate these students, ensuring they are appropriately challenged.

Gifted and talented students may be offered opportunities for acceleration, which allows them to move through the curriculum at a faster pace.

Enrichment programs provide additional learning experiences that delve deeper into topics of interest. These may include extracurricular activities, workshops, and research projects. PHS offers honors courses that cater to the academic needs of gifted and talented students. These courses provide an opportunity for more challenging and in-depth study in various subjects.

PCSD continually assesses the progress of gifted and talented students to ensure that their needs are being met and makes adjustments to programs and services as necessary.

In serving gifted and talented students, the PCSD aims to foster an environment where these students can excel academically, explore their interests and talents, and reach their full potential. It's essential that PCSD remains flexible and adaptable to best meet the evolving needs of these students.

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

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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. PCSD supports Library and Media Center request(s) that support the development of digital literacy skills and promote student achievement. Each year, each library media specialist conducts a library media needs assessment. This needs assessment gathers feedback from students, teachers, administrators, and parents for items needed to enhance student achievement. This needs assessment is reviewed annually by the library media committee and the committee makes recommendations on the items to be parched based on the needs of students, teachers, and parents.

21. 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 agency will involve parents and family members in jointly developing the LEA Consolidated Plan under section 1112, and the development of support and improvement plans for any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) as described in 1111(d)(1) and (2). The goal of the Piedmont City Board of Education is to provide an education that prepares students to lead productive lives and ensures that individuals are self-supporting and can assume civic responsibilities. Research has proven that student's potential for academic success improves when schools and homes form a strong partnership. Recognizing the importance of a partnership between home and school, the Piedmont City Board of Education has stressed that all parent involvement programs, activities, and procedures be planned, and implemented through meaningful consultation with parents and adherence to all guidelines, programmatic and financially, including in federal and state legislation. Each Title I school will host an Annual Title I Parent Meeting. A committee will be formed which will have representation consisting of two parents, two teachers, and the principal. These meetings will be planned using a flexible schedule (day and evening) and held at minimum annually to discuss plans and evaluation of progress for the year.

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.

Piedmont City Schools has developed partnerships with employers and businesses in Piedmont. These partnerships offer opportunities to facilitate many meaningful parent and family engagement activities at PES, PMS, and PHS.

Piedmont City Schools will communicate with parents and families by using the following strategies; parent meetings, surveys, school systems websites, Facebook, Twitter, email, telephone communications, announcements, and various other social media platforms. Parents are encouraged to provide feedback and be involved in their child's educational decisions on a continuous basis.

The District Parent involvement committee meets annually to discuss, review, and assess the district Parent Involvement plan, each school's CIP, and Parent/Teacher/Student Compact. The members of the district committee are also members of the local school parent committee. These members are the liaison for the district back to the schools and from the schools back to the district. This information has been instrumental in recommendations to improve the safety and academic success of our schools. This committee will meet to discuss the needs, assess the progress of programs, and plan for the future of the students of Piedmont City Schools.

The LEA parental involvement plan has been revised to meet the Every Student Succeeds Act. Also, each CIP contains a component describing strategies to increase the active participation of parents in their child's education. A copy of these plans is located in the Federal Program Coordinator's office and at each local school.

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.

Each Title I school will begin each school year by participating in a Meet Your Teacher Night—Schools will be open one night during the week before school begins to allow parents and families to come with their children to meet with teachers and staff, visit classrooms, and tour the school. Parent/Teacher conference days will be scheduled throughout the school year. Student presentation activities (student-led conferences, art exhibits, PTO programs, dance and theatre productions) will be held in the fall and spring. Parents will also participate in the annual Parent Involvement Survey/Evaluation of the current year program. Parent/Teacher conferences will be held, on an as-needed basis, concerning each individual child.

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 Title I, Part A, that includes identifying 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).

Establish a Diverse Evaluation Team

First, the PCSD has established a diverse evaluation team that includes parents and family members, teachers, school administrators, and community representatives. This team reflects the demographics and backgrounds of the students and families served.

Review the Parent and Family Engagement Policy

Next, evaluation process begins by thoroughly reviewing the existing parent and family engagement policy, including its goals, strategies, and activities. This policy is made readily available to all stakeholders.

Data Collection

The team collects relevant data and feedback to assess the policy's effectiveness. This data may include, but is not limited to:

Surveys and questionnaires for parents, teachers, and administrators.

Attendance records at parent-teacher conferences and school events.

Parent feedback through meetings, interviews, or focus groups.

Academic performance data, especially for historically underserved students.

Identify Barriers to Participation

With a specific focus on economically disadvantaged parents, those with disabilities, limited English proficiency, limited literacy, and racial or ethnic minority backgrounds, the team works to identify barriers that hinder their participation in parent and family engagement activities. Barriers may include language barriers, lack of transportation, work schedules, cultural differences, or limited awareness of available opportunities. Once these barrier are identified, every effort is made to provide participation channels of all parent and family engagement events.

Analyze Data and Feedback

The evaluation team will analyze the collected data and feedback to identify trends and areas of concern related to barriers and participation rates. The team looks for disparities and inequalities in engagement.

Engage Parents and Families

The team engages parents and family members in the evaluation process and seek their input on identified barriers and possible solutions. This may involve but is not limited to conducting parent meetings, surveys, or focus groups.

Review Effectiveness of Strategies

The team assesses the effectiveness of the strategies outlined in the parent and family engagement policy, then makes a determination on which strategies have been successful in increasing participation and improving academic outcomes.

Recommend Policy Revisions

Based on the analysis of data, feedback, and input from parents and family members, the evaluation team makes recommendations for revisions or updates to the parent and family engagement policy. These recommendations include specific actions to address identified barriers, if any.

Engage Stakeholders

The team will present the evaluation findings and recommended policy revisions to administrators, teachers, and the broader community.

Monitor and Implement Changes:

Once policy revisions are approved, PCSD will monitor the implement any changes and assess their impact on parent and family engagement and student academic outcomes.

Continuous Improvement:

The PCSD is committed to an ongoing cycle of evaluation, revision, and improvement to ensure that parent and family engagement policies remain effective in addressing barriers and enhancing student achievement. Meaningful involvement of parents and family members throughout this evaluation process is crucial to ensure that the policy reflects the unique needs and challenges of all families, particularly those facing barriers to participation. By systematically identifying and addressing these barriers, PCSD can create a more inclusive and equitable educational environment for all students.

E. 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 Title I, Part A, that includes identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. Piedmont City Schools will meet the needs of all parents and families wishing to participate in school activities by the following measures:

- In-home visit (if appropriate)
- Create a school liaison
- Translator

On-site Physical Accessibility

F. 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 Title I, Part A, that includes identifying strategies to support successful school and family interactions.

- In-home visit (if appropriate)
- Create a school liaison
- Translator
- On-site Physical Accessibility

Sec. 1116(a)(2)(E)

G. 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.

Analyze Data and Feedback

The evaluation team will analyze the collected data and feedback to identify trends and areas of concern related to barriers and participation rates. The team looks for disparities and inequalities in engagement.

Engage Parents and Families

The team engages parents and family members in the evaluation process and seek their input on identified barriers and possible solutions. This may involve but is not limited to conducting parent meetings, surveys, or focus groups.

Review Effectiveness of Strategies

The team assesses the effectiveness of the strategies outlined in the parent and family engagement policy, then makes a determination on which strategies have been successful in increasing participation and improving academic outcomes.

Recommend Policy Revisions

Based on the analysis of data, feedback, and input from parents and family members, the evaluation team makes recommendations for revisions or updates to the parent and family engagement policy. These recommendations include specific actions to address identified barriers, if any.

Engage Stakeholders

The team will present the evaluation findings and recommended policy revisions to administrators, teachers, and the broader community.

Monitor and Implement Changes:

Once policy revisions are approved, PCSD will monitor the implement any changes and assess their impact on parent and family engagement and student academic outcomes.

Sec. 1116(a)(2)(F)

H. 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 will be involved in the Title I advisory board and be updated on the parent engagement policy and revisions. Recommendations of changes, from parents, will be taken at the meetings to complete revisions.

Sec. 1116(e)

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 school involved, the parents, and the community to improve student academic achievement, the local education agency shall:

I. 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.

Parents will be advised of the changes in local academic assessments, whether state or local. Links and resources on understanding to state standards are posted on the district webpage. Training will be provided to parents, as needed, on the student LMS so parents can monitor student progress throughout the year. This year we will use Scantron and Star CBM to monitor progress in grades K-8. Teacher training in dyslexia and dyslexia programs will be provided for students with needs.

J. 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.

Parents and families are encouraged to participate in our parent involvement opportunities. These are events held at each school where parents can learn about the digital content programs that are used at PCSD and they can learn about the tech devices that are used. Resources are also available on our website.

K. 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 Title I plan and the benefits for parents will be discussed in a staff meeting with the Federal Programs Coordinator at our monthly meetings. The principals will disseminate the material to the faculty and staff.

L. 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.

Preschool education services at PCSD are part of a state-funded grant by the ALSDE. Preschool is offered on the campus of Piedmont Elementary School. Certified early childhood teachers teach these programs.

M. 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.

PCSD will provide translated documents or a translator for parents and families with language barriers.

N. Describe how the local education agency will ensure it provides such other reasonable support for parental involvement activities under this section as parents may request.

PCSD will use parent surveys and feedback when providing support for parental involvement activities.

O. Describe how the local education agency may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

PCSD will use parent surveys and feedback when developing and selecting teacher training.

P. Describe how the local education agency may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training. The LEA will provide training if requested.

Q. Describe how the local education agency 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.
The LEA will provide accommodations if requested.

R. Describe how the local education agency may train parents to enhance the involvement of other parents.
The LEA will provide training to parents to enhance the involvement of other parents.

S. Describe how the local education agency 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.
Administrators and teachers will be available on parent/conference nights and nights where Title I school-related events take place. Teachers will be available during planning time to meet with parents as well as after school if needed. Administrators will be available throughout the day to meet with parents as well as after school hours if needed. Home visits will be conducted as necessary.

T. Describe how the local education agency may adopt and implement model approaches to improving parental involvement.
The LEA, working with local schools, will work to develop a comprehensive model of family engagement. Parent communication tools include: an automated phone message system, school websites, various social media outlets for all schools and the district, open house, parent/teacher conference day, student-led conference day, and face-to-face communication.

U. Describe how the local education agency may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
The LEA will have two members on the district advisory council for each school. The council will meet annually. The agenda will provide an opportunity for members to give feedback on parent and family engagement programs.

V. Describe how the local education agency may develop appropriate roles for community-based organizations and businesses in parent involvement activities.
The LEA will work with local businesses and community organizations to develop partnerships to assist Title I schools with parent involvement activities

Sec. 1116(f)

W. Describe how the local education agency will 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
Visitors can use the browser tools on the school website to translate documents. We also are able to utilize the TransAct website to translate documents for parent notices etc., when needed. PCSD can use a translator for parent/teacher conferences or contract with an online translator service if needed.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by School level and district Level Parent and Family Advisory Committee meetings & by the LEA Advisory Committee sign-in sheets meeting notes, and agendas.

The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2024.

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



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Parents Right-to-Know Required Information

(1) INFORMATION FOR PARENTS

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

(i) Whether the student's teacher-

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

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

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

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

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

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

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

Assurances

LEA Consolidated Plan Assurances

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

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program
- (5) collaborate with the State or local child welfare agency to
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if-
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation
- (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification
- (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))