Opp City Schools

Consolidated Plan

2026-2027



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LEA Consolidated Plan

Opp City (180) Public District - FY 2026 - Consolidated - Rev 0 - Improvement Planning

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.

In order to improve student achievement, Opp City Schools have made a conscious effort through this consolidated plan to align the various programs in a coordinated effort to supplement the local and state education improvement efforts. The focus is on monitoring students’ progress in meeting challenging State academic standards by changing educational strategies, encouraging comprehensive systematic school reform, upgrading instructional and

professional development to align with state standards, strengthening accountability, and promoting the coordination of resources to improve education for all children.

The consolidated plan will provide a framework for determining how resources of federal programs will be used; it encourages cooperation and collaboration across federal programs and integrated federal program goals with the Opp City Schools' plans for educational improvement.

Through the consolidated efforts of administrators, counselors, teachers, parents, students and community leaders, the following plan was developed to help low-achieving children meet challenging achievement and academic standards for both the Title One Schoolwide funded programs at Opp Elementary School and Opp Middle School.

As required in Title I, Part A, the LEA Plan was developed in consultation with teachers, principals, administrators, other appropriate personnel, and with parents of children in schools served under Title I. The plan is reviewed twice yearly by the Federal Programs Advisory Committee, once in the fall and once in the spring. Once revisions and changes are made the plan is sent to Superintendent for approval and then to SDE Federal Programs Specialists for state approval. A list of committee members is attached.

The school wide plans will be reviewed for revision on an as needed basis each year. The plans will be made available to parents and to the community for review at each school office and central office. Availability of these plans will be announced through individual school communication resources.

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.

Opp City Schools will engage in a systematic approach that will monitor students progress as well as identify those that may be at risk for academic failure. This approach will recognize the important aspects of educational assessment. Efforts will be the transitory nature of learning, frequent assessment, and use of a variety of strategies and materials.

The LEA will implement the following assessments to:

- To determine the success of children served under this part in meeting the State student academic achievement standards
- To provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards
- To assist in diagnosis, teaching, and learning in the classroom in ways that best enables low-achieving children served under this part to meet State student academic achievement standards and do well in the local curriculum
- To determine what revisions are needed to projects under this part so that children meet the State student academic achievement standards
- 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

Classroom-based instructional assessments for reading and math include the following:

- Progress Monitoring -This provides instant feedback for the teacher and yields areas that students may need specific remediation or intervention instruction.

- STAR Test for basic reading ability grades K-8 STAR Math (aim line and projective learning) Reading Horizons
- Accelerated Reading program is utilized to measure basic, proficient, and advanced reading skills for grades 1-8.
- STRIDE Academy
- iReady Reading and Math Diagnostics

Opp City Schools utilizes the following non-academic indicators to address academic achievement:

- Summary of Attendance
- RTI and MTSS Data Retainee lists
- List of D's and F's every nine week reporting period Survey data (climate)
- Parent Participation Data Discipline Referrals Environmental Factors
- iReady Diagnostic Assessment Formatives Extended Day Tutoring
- Summer Learning Programs

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.

Opp City Schools use information obtained from the state assessments 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. Results of all assessments are analyzed annually.

Identified students who have academic difficulty and/or behavioral issues may also be referred to the Problem Solving Team (PST). Parent conferences and notification for identified students will be held to discuss identified strategies to use at home and to provide support at school. Students K-4 at Opp Elementary School and students 5-8 at Opp Middle School are monitored and, if identified, can be eligible for extended day services (after-school) and/or participate in a small group pull-out session embedded in their day to address learning loss in reading and math. Diagnostic data from STAR reading and math, iReady (reading and math) are used to determine which practice would be most helpful for the student.

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.

It is our belief that Opp City Schools have the desire for and encourage high expectations of both teachers and students. Reform efforts already in progress will be expanded to increase expertise to effect the needed changes that will allow us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. In response to the results of the Comprehensive Needs Assessment, the following goals have been identified and agreed upon by faculty, staff and parent community members of

each school-wide project. Specific instructional programs and strategies are located in each school's ACIP.
These may include:

- Accelerated Reader (Renaissance)
- I-Ready
- Alabama Reading Initiative (ARI) – Opp Elementary School
- AMSTI – Opp Middle School
- Imagine Learning
- SPIRE

The committee at each school will continue to meet with the system Federal Programs Coordinator to plan and implement local, state, and federal budgets and guidelines. Other system coordinators/administrators will also continue to work closely with the schools to ensure cross program coordination and to address system-wide needs of ALL students (migratory, English learners, students with disabilities, homeless, neglected/delinquent, foster care and economically disadvantaged) to meet state proficient and advanced levels of student academic achievement on state content standards. Although most needs, goals, and activities are planned for both teachers and students at the local schools, others are addressed system-wide. Opp City School System, through our commitments and with the help of the committees, ensure that measures will be taken to provide equitable participation for all students, personnel and programs operating under this consolidated plan. Furthermore, all students will have an opportunity to achieve high academic standards.

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.
There are no inequities in teacher assignments regarding high/poverty/high minority versus low poverty/low minority schools in the district at this time.
Opp City Schools will continue to participate in the following activities to ensure that ALL students are being taught by effective, experienced and in field teachers.
The district will continue to participate in Teacher Recruitment Fairs for surrounding 4 year colleges and minority colleges to seek the most highly qualified teachers to fill vacancies.
The district will continue to support individual schools participating in leadership programs to change school climate and culture.
The district will continue to provide and seek the most appropriate Professional Development activities to support Certified and New teachers and instruction. The district will participate in the Alabama Teacher Mentoring Program.

- Identify LEA Mentor Liaison
- New teachers will receive mentoring for a minimum of 1 to 2 years.
- Active teachers will mentor new teachers on a one-to-one basis.
- Retired teachers can mentor new teachers on no more than a 15-to-1 ratio.

- Each new mentor should be chosen by a committee of teachers and administrator(s) and must successfully complete Alabama Beginning Teacher Mentor Training or an equivalent locally developed training program.
- Mentors will receive a stipend of $1,000.00 per year for each new teacher they mentor.
- Mentors and mentees should strive for an average of 2.5 hours of contact time during each week of the school year. It is understood that contact hours will vary from week to week, but sufficient time should be scheduled to provide the mentee with the appropriate level of support and guidance.
- Each mentored new teacher will complete regularly scheduled assessments of mentor program effectiveness

All teachers will be assigned to teach a grade level(s) and subject(s) for which the teacher holds proper Alabama certification and for which the teacher has been deemed certified.
The District will adhere to Title I Certification and Licensure Requirements and Parents Right To Know protocol.

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.
Opp Elementary School and Opp Middle school will continue to monitor the proficiency gap between all students and special needs students.
Each school has worked collaborate the following:

- drill down the data
- identifying learning gaps
- trends and patterns in proficiency levels from grade level to grade level
- identifying subgroups and developing learning paths for improvement
- provided professional development for regular ed and special ed teachers to enhance the co-teaching model and understand data
- provided appropriate evidence-based programs for special education students
- increased progress monitoring in math and reading
- ensure that the support put in place is implemented to fidelity in regards to frequency, time limit and content
- utilizing walk through observations to ensure all efforts are being met

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.
At this time Opp City Schools does not have a school identified as a Comprehensive Support and Improvement (CSI). However each school will continue to practices that would ensure the lowest-achieving children receive priority.
Each school has worked collaborate the following:

- drill down the data
- identifying learning gaps
- trends and patterns in proficiency levels from grade level
- to grade level identifying subgroups and developing learning paths for improvement
- provided professional development for regular ed and special ed teachers to enhance the co-teaching model and understand data
- provided appropriate evidence-based programs for special education students
- increased progress monitoring in math and reading
- ensure that the support put in place is implemented to fidelity in regards to frequency, time limit and content
- utilizing walk through observations to ensure all efforts are being met

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.
At this time Opp City Schools does not have a school identified as a Comprehensive Support and Improvement (CSI). However each school will continue to practices that would ensure the lowest-achieving children receive priority. The district has also committed to the Multi-Tiered Systems of Support (MTSS) as a framework to support the needs of their students. MTSS uses data and instruction to help schools make decisions about program improvement, instruction, and intervention. The framework includes four components: screening, progress monitoring, a multi-level prevention system, and data-based decision-making.
Each school has worked collaborate the following:

- drill down the data
- identifying learning gaps
- trends and patterns in proficiency levels from grade level to grade level
- identifying subgroups and developing learning paths for improvement
- provided professional development for regular ed and special ed teachers to enhance the co-teaching model and understand data

- provided appropriate evidence-based programs for special education students
- increased progress monitoring in math and reading
- ensure that the support put in place is implemented to fidelity in regards to frequency, time limit and content
- utilizing walk through observations to ensure all efforts are being met

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).)

The poverty criteria used to select eligible attendance areas will be the number of children eligible for free and reduced price meals under the National School Lunch Act. Schools will be determined eligible based on the highest percentage of need and with at least 40% (schoolwide) of the children from low-income families. Schools will be ranked from the poorest to richest. While the schools are ranked and this ranking is illustrated in eGap, Opp City Schools only have one school per grade span. Therefore, we are not mandated to follow the ranking in regards to funding.

Opp City Schools currently operates three schools and are appropriately serving the percentage of low-income students according to eligible school attendance areas.

Opp Elementary School – Grades K-4 (65.47%)
Opp Middle School – Grades 5-8 (59.89%)
Opp High School – Grades 9-12 (54.32%)

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.
In order to be eligible to be counted as neglected/delinquent, a child age 5 through 17 must live in an "Institution for neglected children and youth," which means a public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who (a) have been committed to the institution or voluntarily placed in the institution under applicable State law due to abandonment, neglect, or death of their parents or guardians; and (b) have had an average length of stay in the institution of at least 30 days; or must live in an "Institution for delinquent children and youth," which means a public or private residential facility that is operated for the care of children and youth who (a) have been adjudicated to be delinquent or in need of supervision and (b) have had an average length of stay in the institution of at least 30 days.
The LEA shall collaborate with locally operated correctional facilities to:
1. carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment or further education.
2. provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
3. operate programs in local schools for children and youth returning from correctional facilities and programs, which may serve at-risk children and youth.
Opp City School System does not have a local correctional facility within the district boundaries of the LEA at this time and no active students that fit the Neglected/Delinquent criteria.

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.).
Opp City Schools will provide services to homeless children and youth to remove barriers to enrollment, attendance, and academic success in accordance with the McKinney-Vento Homeless Assistance Act. The district's Homeless Liaison will work with school personnel to identify students experiencing homelessness and ensure that eligible students are enrolled immediately and have equal access to educational programs and services.
Services may include transportation to maintain school stability, school supplies, clothing, academic support, assistance with fees and other school-related needs, and referrals

to community resources and agencies. Parents, guardians, and unaccompanied youth will be informed of their educational rights and available services.

Title I funds reserved for students experiencing homelessness will be used, as needed, to provide educationally related services and supports that are not otherwise available through other funding sources. These services will be coordinated with the district's McKinney-Vento program to address barriers to enrollment, attendance, participation, and academic success.The district will annually review the effectiveness of its services for homeless children and youth and make adjustments as needed based on student needs and program data.

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.

Currently OCS implements the following transition services:

1) A Special Services teacher serves as a liaison between the elementary school and Headstart regarding all students that will begin Kindergarten with special emphasis on the needs of children with special needs. Opp Elementary School/Preschool – special services teachers collaborate with the local Head Start program coordinators to provide preschoolers services in various areas of need, such as speech, language, reinforcement of readiness skills and counseling. Evaluation and screening is conducted and special needs are addressed.

2) A scheduled tour and orientation is scheduled for Headstart students at the end of the school year for upcoming Kindergarten students. The office staff at the elementary school facilitates the transfer of records and paperwork between school and Headstart to aid parents in the registration process.

3) A Kindergarten teacher from OES conducts a Parental Involvement/Parent-Student Transition meeting with Headstart. The meeting is open to the entire community and parents are encouraged to attend. A power point presentation that focuses on procedures, helpful parenting tips and questions parents may have. An administrator from the LEA will also attend to address any other questions that parents may have regarding school procedures.

4) Daycares and Pre-Kindergarten Centers will visit the OES campus to meet teachers and visit classes in May. The orientation provides them with an opportunity to become familiar with the school environment and staff.

5) LEAPS- pre-K program funded by OSR Grant for students who are eligible for Pre K services. This program is located on the campus of Opp Elementary School and operates according to their scholastic calendar. Orientation for Pre-K students is provided along with Kindergarten students.

6) Opp City Schools collaborate with county and community organizations such as, Department of Human Resources, Early Intervention Services, County Health Department, Youth Services, and Mental Health Services to provide services for children and parents.

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.

Opp City Schools does not implement a targeted assistance program at this time. All schools implement Schoolwide Programs

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.

The LEA recognizes the importance of a smooth transition from grade level to grade level and school to school. Opp City Schools will continue to ensure that efforts are continuous and possibly expanded regarding transition services. Currently OCS implements the following transition services for grades 4th to 5th, 8th to 9th and graduates to higher ed, employers, and local partners.

A student transition meeting and tour will be conducted for all students leaving fourth grade and entering middle school. The meeting will give students an overview of what they might expect in their new school. Also, high school administration and counselors will meet with parents and students at the end of the school year. This will familiarize students with the high school environment.

An orientation will be provided to parents and students at the beginning of each school year to enhance the connectivity between school and home. This will allow students and parents to meet their new teachers and become familiar with their new classroom, policies, and procedures

The Senior class will host a Freshmen Orientation for all incoming freshmen and students who are new to the school. The night will include a variety of activities including a tour of the school, review of rules, discussion of classes and courses available. a meet and greet with teachers and a fashion show. The end goal is to acclimate students to the school and provide a welcoming opportunity.

8th/9th grade Parents and students will come together to meet with the counselor and administrators for their four year plans. This will allow time to review their course choices, their future plans, and receive school and scholarship information.

The administration and counselor will meet with all upcoming Senior parents and students to discuss their class options. We will encourage participation in college courses in order to help the students begin their college journey.

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.

Opp Middle School

Career Coach works with students in the 7th and 8th Grade to lay the foundation for developing a 4-year plan.

Career Coach and Counselor begin working with students in the 8th grade to establish academic track for high school graduation. Each student in the 9th grade will develop a 4 year career plan based on student expectations and goals.

Opp High School offers a variety of options for students to pursue college credit early.

- University of Alabama Early College
- Dual Enrollment- LBW – English, Biology, Physical Science, History Dual Enrollment – LBW Career Tech Classes
- Advance BTA – Credential
- Business Essentials - Credential

16. 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).

The LEA has placed emphasis on reducing the overuse of discipline practices by supporting each school in implementing leadership and student advocacy programs. Opp Elementary School implements initiatives through their Peer Helper lessons in grade PreK – 4th grade.

Opp Middle School implements a student support initiative called Greek House Student Clubs. Each Greek House has an adult sponsor and a philanthropy.

Opp High School implements various clubs for students to develop positive relationships, offer support to other members of the group and promote each other's successes which leads to a positive school climate.

The District encourages a Partnership with South Central Mental Health and Southern Counseling Group to provide embedded mental health services to students and their families. A Social Emotional Learning online curriculum is also available for all students at each school.

The district has employed a full-time Wellness Coach. The coach implements a Multi-Tiered System of Supports (MTSS) as part of the OCS Wellness Plan. This plan will include a comprehensive system of mental health interventions, supports, and strategies that are organized in tiers. These components will be implemented to ensure our students are provided mental health support, individual plans to support specific needs, and to be proactive in applying programs to promote our student positive mental health and well-being.

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.

Opp City Schools supports the integration of academic and career and technical education (CTE) through programs offered at Opp High School. Students have opportunities to participate in CTE courses and programs that connect academic content with career-related skills and hands-on learning experiences. These programs provide students with opportunities to develop technical, employability, and workplace skills while preparing them for postsecondary education, industry credentials, and careers in high-demand occupations.

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.

The Career Coach will collaborate with the Career Tech Director and local business and industry partners to identify appropriate work-based learning opportunities for eligible students. Student four-year plans, career interests, and programs of study will be reviewed to determine appropriate placements. These opportunities will provide students with meaningful, hands-on experiences and interaction with industry professionals while developing skills needed for future education and employment. Academic credit may be awarded when appropriate and in accordance with applicable program requirements.

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.

Gifted students are identified and served according to state gifted guidelines and state funding. Title funds will be used only to supplement efforts in identifying and serving students in the gifted program. Gifted students that attend a SchoolWide program are eligible for Title I services and programs equal to those not in the gifted program.

The district has a full-time Gifted Specialist.

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.

The LEA will support School Library programs in a supplemental effort. Library programs will support academic and digital literacy goals stated in the CIP.

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).

In an effort to involve parents in the development of the LEA parental involvement plan, a Parental Involvement Committee will be formed to develop the plan. Once the plan has been developed, the Federal Programs Advisory Committee will review the LEA Plan once a year. Members will be provided information regarding the requirements of ESSA, Title I and state standards regarding Parental Involvement. The committee will be made up of parents, community leaders, and school personnel.

Philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

Each school is encouraged to reach out to available community and family resources to engage and connect families and schools.

Guest speakers from the community are utilized to share career information, historical facts and topics related to character, family and school.

Civic clubs, churches, Fire and Safety and Police personnel serve as partners to our schools.

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.

Opp City Schools will provide coordination, technical assistance, and support to participating schools in planning and implementing effective parent and family engagement activities designed to improve student academic achievement and school performance. The district will work collaboratively with school administrators, teachers, parents, and community partners to identify needs and provide resources and guidance for meaningful family engagement.

With the assistance of its Title I schools, the district will also provide parents and families with information and opportunities to better understand the State's academic standards, student achievement expectations, State and local assessments, and ways to monitor their child's academic progress. Parents will be provided strategies and resources to help them work effectively with educators and support their child's learning at home and at 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.

Opp City Schools will coordinate and integrate Title I parent and family engagement activities with other Federal, State, and local programs, as appropriate, to provide consistent support for students and families. The district and schools will collaborate to share information, resources, and opportunities for parent participation across programs.

Parents will receive information and support related to academic standards, student progress, assessments, school policies, and ways to support learning at home. Schools will maintain ongoing communication with families through parent-teacher conferences, progress reports, school websites and communication platforms, PowerSchool Parent Portal, and other appropriate methods.

When appropriate, parent and family engagement activities will be coordinated with other district programs and community resources to reduce duplication of services and provide families with consistent access to information and support.

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 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).

Opp City Schools will annually evaluate barriers that may prevent parents and families from participating in school activities, with particular attention to families who are economically disadvantaged, have disabilities, have limited English proficiency or literacy, or are from racial or ethnic minority backgrounds.

Parent surveys, advisory committees, CIP committees, and other opportunities for parent feedback will be used to identify barriers and gather suggestions for improving family engagement. Barriers may include work schedules and time conflicts, limited communication, language or literacy needs, transportation, and parents feeling unsure about how to become involved in their child's education.

The district will review this information annually and use the results to improve parent and family engagement activities, outreach, and policies. Findings will be shared with appropriate district and school committees and considered when revising the Parent and Family Engagement Plan.

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.

Opp City Schools will provide 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: The Federal Programs coordinator will participate in meetings with Schoolwide Committees to coordinate activities and provide guidance for allowable expenditures that may be needed to facilitate the activity(s). Results from parent surveys, Principal's suggestion box, and committee suggestions shall be considered when developing activities. Activities aimed toward fostering student achievement and academic well-being will be a priority in establishing an effective home-school communication process.

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.

The LEA will coordinate programs to give people the chance to make suggestions for how we can include others and improve our outreach regarding parental involvement and better serve the diverse needs of our parents and students: Headstart, Special Education, Lucille Pierce Literacy Center, South Central Mental Health Agency, local Daycare agencies, Pre-school directors and local church affiliates. Parent surveys will be utilized to gain information in regards to parent perceptions and needs.

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.

Opp City Schools will take the following actions to conduct, 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 evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy/plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

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.

Opp City Schools will take the following actions to involve parents in the joint development of its LEA parental involvement policy/plan under section 1116 of the ESSA: In an effort to involve parents in the development of the LEA parental involvement plan, a Parental Involvement Committee will be formed to develop the plan. Once the plan has been developed, the Federal Programs Advisory Committee will review the LEA Plan once a year. Members will be provided information regarding the requirements of ESSA, Title I and state standards regarding Parental Involvement. The committee will be made up of parents, community leaders, and school personnel.

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.

Opp City Schools, with the assistance of its schools, will provide parents and families with information and resources to help them support their child's academic success. Parents will receive information and assistance in understanding:

- State academic standards and expectations;
- State and local assessments;
- Title I requirements and programs;
- Their child's academic progress and assessment results;
- School policies, student handbooks, and school-parent compacts; and
- Ways to work with teachers and school staff to improve student achievement.

Parents will also have access to resources such as PowerSchool Parent Portal, Schoology, school websites, parent-teacher conferences, progress reports, and other school communications. Schools will provide opportunities for parents to ask questions, communicate with teachers and administrators, and learn strategies for supporting their child's learning at home.

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.

Opp City Schools, with the assistance of its schools, will provide parents and families with materials, resources, and training to help them support their child's academic achievement.

Schools will provide information and strategies related to literacy, grade-level curriculum, homework, academic expectations, and ways parents can support learning at home.

Parents will also receive assistance in using available technology and online resources, including PowerSchool Parent Portal, Schoology, and other instructional programs used by the schools. Information regarding the appropriate and responsible use of technology, including copyright requirements, will be provided as appropriate.

Parent meetings, grade-level orientations, conferences, and other family engagement activities will be used to share resources and provide parents with opportunities to learn strategies for supporting their child's academic success.

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.

Opp City Schools have the responsibility to educate all children and to include parents by reinforcing the high quality of instruction that will help students meet high performance standards. To ensure this occurs, OCS will provide information, training, for both home and school for the following:

- Every Student Succeeds Act,
- State Performance Standards,
- Homework and Discipline Policies of child's teacher, School/Student Handbooks and Compacts,
- Available resources for parents to use at home such as parenting study tips, school web page, homework hotlines, access to student information on-line
- through Power School Home Access (Parent Portal),
- Open Door Policy to communicate with school administration and teachers, Effective parent-teacher conferencing,
- Remediation Resources,
- Individual school curriculum and Evidenced Based Programs and strategies that are being implemented.

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.

Opp City Schools will coordinate and integrate parent and family engagement activities with Federal, State, and local programs, as appropriate. This includes coordination with the district's First Class Pre-K programs funded through the Alabama Department of Early Childhood Education's Office of School Readiness.

The Pre-K programs are located on the Opp Elementary School campus, allowing Pre-K students and families to participate in school activities and become familiar with the school environment, expectations, and available resources.

Schools provide parents with opportunities to become actively involved through parent interest surveys, volunteering, field trips, classroom activities, guest speaking, and other school events. Parent and family engagement activities will be coordinated across programs when appropriate to provide families with resources, information, and opportunities to participate more fully in their child's education.

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.

All information related to the school and parent programs, meetings, and other activities are sent to parents in a language and format they can understand. Education jargon and acronyms that may be unfamiliar to parents should be avoided. TransAct is used to provide parents with forms in different languages that are needed to comply with Every Student Succeeds Act.

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.

The LEA will involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training: providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training, paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions, training parents to enhance the involvement of other parents; 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, adopting and implementing model approaches to improving parental involvement.

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.

The Federal Programs coordinator will participate in meetings with Schoolwide Committees to coordinate activities and provide guidance for allowable expenditures that may be needed to facilitate the activity(s). Results from parent surveys, Principal's suggestion box, and committee suggestions shall be considered when developing activities and training for teachers. Activities aimed toward fostering student achievement and academic well-being will be a priority in establishing an effective home-school communication process.

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 Federal Programs coordinator will participate in meetings with Schoolwide Committees to coordinate activities and provide guidance for allowable expenditures that may be needed to facilitate the activity(s). Results from parent surveys, Principal's suggestion box, and committee suggestions shall be considered when developing activities and training for teachers. Activities aimed toward fostering student achievement and academic well-being will be a priority in establishing an effective home-school communication process.

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.

Opp City Schools may use Title I, Part A funds, when appropriate and allowable, to pay reasonable and necessary expenses associated with parent and family engagement activities. These expenses may include transportation, child care, materials, or other supports needed to help parents participate in school-related meetings, training sessions, and family engagement activities. The district and schools may also offer meetings at various times to provide parents with greater opportunities to participate.

R. Describe how the local education agency may train parents to enhance the involvement of other parents.

Opp City Schools may provide parents with information, resources, and opportunities to help encourage the involvement of other parents. Parents may serve on advisory committees, participate in parent and family engagement activities, and assist in sharing information about school programs and opportunities with other families. Parent feedback and suggestions will also be used to identify ways to increase and improve parent participation.

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.

The LEA, in order to maximize parental involvement and participation in their children's education, will arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, for those parents who are unable to attend those conferences at school. Each individual school will have informational videos of important information and trainings posted on their website so parents can view at the convenience in the event they cannot attend meetings. The website will provide parents as a resource to retrieve school and individual classroom information. Each individual school utilizes One Call Now as a communication resource. Social media outlets are used in a positive manner to broaden access to school and district information.

T. Describe how the local education agency may adopt and implement model approaches to improving parental involvement.

The LEA will develop Parent Involvement Engagement Activities and Strategies jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as

evidenced by the sign in sheet and agendas of meetings. Each school will develop their Parent Involvement Goals and Strategies as represented in their Continuous Improvement Plan

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.

In an effort to involve parents in the development of the LEA parental involvement plan, the LEA Advisory Team will develop the plan. Once the plan has been developed, they will review the LEA Plan once a year. Members will be provided information regarding the requirements of ESSA, Title I and state standards regarding Parental Involvement. The committee will be made up of parents, community leaders, and school personnel.

V. Describe how the local education agency may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Opp City Schools will coordinate and integrate parental involvement strategies under the following programs: The LEA will work with the following programs to give people the chance to make suggestions for how we can include others and improve our outreach regarding parental involvement and better serve the diverse needs of our parents and students. HeadStart, Special Education, South Central Mental health, local daycares, Pre-K (OSR), and local church and counseling affiliates.

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.

Opp City Schools 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: All information related to the school and parent programs, meeting, and other activities are sent to parents in a language and format they can understand.
Education jargon and acronyms that may be unfamiliar to parents should be avoided. TransAct is used to provide parents with forms in different languages that are needed to comply with the Every Student Succeeds Act (ESSA).

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 LEA Advisory Committee. Once developed, they will review the LEA Plan annually. Members will be provided information regarding the requirements of ESSA, Title I and state

standards regarding Parental Involvement. The committee will be made up of parents, community leaders, and school personnel.

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

10/1/2026

PLAN APPROVED BY
Sharon Spurlin
DATE OF APPROVAL
09/30/2026