

**Pike Roads LEA Consolidated Plan
FY 23**

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.

At PRIS, we monitor student progress through a variety of instructional tools such as using iReady Math and Reading as an ongoing progress monitoring, RtI Rails is used for documentation of Tier II and Tier III services, interventionist maintain documentation through using Spire program, and student data is reviewed monthly in grade level discussions with instructional coaches and administration. All resources are reviewed twice during each month within grade levels and once a month during data meetings. Personnel will regularly monitor academic achievement and student progress using teacher tools, iReady, ACT, and the ACAP. Title I and data from available assessments were used to develop the Title I and intervention programs.

The general academic program provides differentiated instruction in every classroom. Data provides specific information about areas where learners need to be supported or challenged. Teachers assess learners regularly through formal and informal formative and summative assessments. Regular assessment enables them to target instruction toward the specific needs of the learners. Pike Road staff regularly collaborates to meet the needs of individual students.

Pike Road Schools has an English Language Learner program that supports learners who speak English as a second language.

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.

At PRIS struggling students are monitored closely by using assessment tools such as iReady and grade level assessments. Teachers are expected to maintain consistent documentation of student progress and parent contact communication. If a student is struggling, teachers are expected to hold a parent teacher conference to develop a plan for success. During the parent conferences, an administrator or instructional coach is present to provide support for implementing strategies in the classroom.

Pike Road Schools has adopted and fully implemented Response to Instruction (RtI). RtI is an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services by providing high-quality, standards-based instruction and intervention matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

The ultimate purpose of the RtI process is to proactively enhance the success of students with a variety of academic or behavioral needs rather than solely determine whether a student qualifies for special education services. The effectiveness of RtI is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Student progress that results from instruction is measured by reviewing data.

PRS built its RtI process around the following core principles:

- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- A multi-tiered service delivery model facilitates differentiated instruction and early intervening services for struggling learners
- A data-driven decision-making process should guide movement between tiers.

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.

At PRIS, students are provided remediation through Tier III services. Typically, if a student is struggling because he or she has not mastered previous standards then the instructional coach and teacher work together in developing a plan for learning. Parents are contacted as well as a conference being held to discuss how to implement strategies at school and home. Pike Road Schools has embraced a three-tier model where students progress through a continuum of services focused on providing quality core instruction in Tier I, targeted interventions in Tier II, and intensive interventions in Tier III. These tiers include both academic and behavioral instructional programs and interventions. The expectation in this tiered approach is that all teachers in grades K through Twelve will provide high-quality, research-based core instruction that follows the best practices included in the Alabama Quality Teaching Standards. When student performance data indicate that the core instructional program is not effective in supporting students in reaching desired levels of success, personnel will implement early intervention strategies to prevent the need for longer-term, more intensive interventions. The Rtl team at each school uses a problem-solving process to assist the classroom teacher in designing and selecting strategies for improving student academic or behavioral performance. The problem-solving process aims to develop academic and behavior intervention strategies with a high probability of success.

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.

At PRIS all teachers are expected to align assessment tools with appropriate instruction to ensure that all students are able to master the standards. The teacher is responsible for breaking down the standards to strengthen students' knowledge while learning the standard being taught in class. Whole group and small group explicit instruction is expected in all classrooms as well as activities that foster student engagement and growth in learning. Teachers provide instruction and connect it to reading, writing, and research in all subject areas. We have found writing and research play a very important role for increasing student achievement.

PRS uses data gathered through student progress monitoring at all levels to determine strategies for instruction. School-based teams will identify students who need support in Math or Reading and determine the specific skills individual students need to succeed. Teams will use multiple data sources to determine student placement in programs and which resources, strategies, and conditions are necessary for optimal student learning. Student needs will determine staffing, space, resources, and professional development funding allocations. PRS will use Title I funds to employ teachers to provide Targeted Assistance to the students with the most significant academic need. Struggling students will receive additional, explicit instruction from Title I interventionists with a specific focus on math and reading standards.

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

Through the RtI documentation and process, teachers analyze student progress through documentation of services, instruction, and monitoring student learning. Low-income and minority students are a priority and their progress is discussed more frequently throughout the school year. PRS will comply with the Parent-Right-to Know provision so that any student taught by a teacher who is out of the field will be aware of that fact. Principals vigorously evaluate the effectiveness of all teachers, and an aggressive professional learning community ensures that every staff member has numerous opportunities to increase capacity.

Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2) Targeted Support Schools

At this time, PRS does not have any schools identified as Comprehensive Support or improvement. Pike Junior High School, grades 7-9, is a Target Assistance School.

Title I Criteria are scores based on student achievement data and other academic indicators. Students are then rank ordered based on total score. The higher the number, the greater the need for Title I service. Pike Road Schools notifies parents of children in targeted assistance schools that their child is eligible for Title I services. Parents receive a description of the program, including goals and objectives. PRS shares information from the Selection Criteria Form through parent conferences and during the time parental consent forms are signed. Parents have the option to refuse services.

Services to students at PRJHS are for those identified as most at risk of failing to meet the state's challenging content and student performance standards. The Target Assistance School aims to improve teaching and learning and enable Title I participants to meet the same standards and expectations as all other students. Staff members and parents periodically review student progress for changes.

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).)

Title I attendance area eligibility is calculated based on the student percentage of a school taking part in the free and reduced lunch program established under the National School Lunch Act. Pike Road Schools does not participate in the National Lunch Program. Therefore, our numbers are based on the number of students that receive free lunch as identified through the SNAP program. We do not have a reduced lunch option. The rank order of schools is determined each year based on the previous year's 20-day attendance report, which defines the rank order of the individual schools. Pike Road Schools does not have 35% of students in any school who qualify under the set criteria for school-wide assistance. Pike Road Junior High School qualifies for Targeted Assistance.

Student Address Verification Procedures

Pike Road Board of Education has established zones for learners. Each student is required to

attend school in his/her zone. All attendance zones will be strictly enforced. Every student

enrolled and/or enrolling in the Pike Road school system must provide verification of residence.

A post office address (P.O box) will not be accepted for verification. Student residency will be

audited throughout the year. The administration may request updated residency documents.

All documents submitted as proof of residence must contain the parent or legal guardian's

physical address for the school to verify that the residence is in the zone. Pike Road Schools reserves the right to conduct home visits throughout the year to verify residency.

Children of full-time Pike Road Schools employees may attend Pike Road Schools regardless of where they reside.

(A.) Resident Students

In accordance with the separation agreement between Montgomery Public Schools and Pike

Road Schools, only students who are bona fide residents of the Town of Pike Road, Alabama are eligible to enroll in Pike Road Schools. For purposes of this policy, the residence of the student will be presumed to be the residence of the student's custodial parent or legal guardian. No such presumption attaches to temporary transfers of parental powers under Ala Code §26-2A-7.

If the child does not reside with a custodial parent or legal guardian, the domicile or actual physical residence of the child will control for purpose of enrollment, except when there is evidence that the child's claimed residence is not the child's actual residence, or that the child's claimed residence is given as a means of avoiding or violating admission, enrollment, attendance, or residency standards and requirements. The Superintendent (or designee) is authorized to take whatever action may be necessary to verify the residency and legal custody of such children, and to deny enrollment when the child resides with a Pike Road resident rather than their custodial parent or legal guardian merely to attend Pike Road Schools.

The following documents are required to verify residency:

1. (a) Original warranty deed, current tax card, or current mortgage statement in the name of the custodial parent or legal guardian; or
(b) A complete copy of the original, current lease/rental agreement that lists the names of the custodial parent or legal guardian and child(ren) as occupants
2. (a) Current Alabama Power or Dixie Electric Bill in the name of the custodial parent or legal guardian (disconnect notice must be accompanied by proof of payment); or
(b) One of the following documents in the name of the custodial parent or legal guardian listing the address: government-issued ID; driver's license; government-issued voter registration card; vehicle registration receipt; other documents upon specific approval by the Superintendent or designee.
3. Custody papers (if applicable)

(B) Residing with Others

A custodial parent or legal guardian residing in a property they do not own who does not have a

formal rental agreement or lease in their name and cannot obtain a current lease/rental agreement

listing the custodial parent/legal guardian and child(ren) as occupants, must complete a board-approved **Residency Affidavit Form** in person at the Board's Central Office along with the homeowner/legal occupant of the residence. In addition, the homeowner/legal occupant must

present one of the following in their name:

1. An original warranty deed; current tax card.
2. Complete copy of the original, current lease/rental agreement; or current mortgage statement.

The custodial parent/legal guardian must also provide two of the following documents in the

name of the custodial parent or legal guardian listing the address stated on the affidavit:

1. Government-issued ID; driver's license;
2. Government-issued voter registration card
3. Vehicle registration receipt
4. Other documents upon specific approval by the Superintendent or designee.

This option is not available for leased or rented properties where the property owner regularly

includes the name of all legal occupants on the lease/rental agreement as a matter of course (e.g.,

The Grove at Stone Park; Stone Park Villas, etc.)

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.

Currently, PRS does not receive funding for neglected and delinquent youth. However, PRS does qualify for the Target Assistance Program.

The Targeted Assistance program identifies students with the most significant academic need. These eligible students receive services from Title I interventionists. Title I interventionists work with students through various methods and curriculum supports. Interventionists use research-based methods focused on reading or math to support student achievement and meet student needs individually. They monitor student progress through a variety of assessments.

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.).

PRS will provide homeless children and youth opportunities to receive a free and appropriate public education regardless of their residency status. The program will ensure that these students are afforded equal access to academic and other services that will allow them to meet the same challenging state achievement standards as non-homeless students.

The program provides procedural guidelines to ensure that homeless students are not denied enrollment due to the lack of registration documentation at the time of enrollment. Homeless children and youth will be enrolled immediately, pending submission of the necessary documents. The school counselor will assist parents, guardians, or unaccompanied youth in obtaining the proper documentation.

The District has a Homeless Liaison who will ensure program implementation and coordinate efforts to ensure that homeless children and youth have the opportunity for academic success.

Homeless children and youth are often undetected. The school district will conduct training sessions with the appropriate school personnel to inform them of methods of identifying homeless children without stigmatizing students or families. The District will use proof of residency, which is included in our registration process, to facilitate the identification of homeless children and youth. The parent, guardian, or unaccompanied youth will provide the required residency documentation when they register. The proof of residency will be housed electronically with the registration office. School counselors and or the district registrar will contact the District's Homeless Liaison if they suspect a student may qualify for homeless services.

The school shall enroll a homeless child even if the child cannot produce proof of residency, birth certificate, social security number, immunization record, or school records. The school shall immediately contact the last school attended to obtain relevant academic and other records. The district registrar will provide the parent, guardian, or unaccompanied youth appropriate assistance in obtaining the necessary records and documents for enrollment, such as immunizations, medical, or other records. Enrollment without the required immunization record will be pending receipt or acquisition of immunization documentation. The existing method of assigning a student number will be employed when a student enrolls without a social security number.

An unaccompanied youth may enroll him/herself. In this case, the district registrar or designee will immediately contact the District's Homeless Liaison to report the enrollment of an unaccompanied youth. The school will provide the youth with proper assistance in a language that the student understands. The District's Homeless Liaison will assist the homeless unaccompanied youth in obtaining eligible educational services.

The District may require the parent or guardian of a homeless child to submit contact

information. School or district administration may expedite the application process for free meals for homeless children and youth; however, they may determine the free-meals status without completing the entire process.

The District will not segregate homeless children. The District shall make the placement decision without regard to whether the child lives with the homeless parents or has been temporarily placed elsewhere. The school and District shall provide all homeless students services that are comparable to services offered to other students in the school in which the child is enrolled, including:

- Transportation services;
- Educational services for which the child meets the eligibility criteria;
- Programs in vocational and technical education
- Programs for gifted and talented students; and
- School nutrition programs.

The District will make school placement decisions in the best interest of the homeless child or youth. Students may continue in the school of origin for the duration of homelessness when a family becomes homeless between academic years, during an academic year, or for the remainder of the academic year. Students may enroll in any public school attended by non-homeless students who live in the attendance area in which the student is living are eligible to attend.

The school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision if the school enrollment decision is contrary to the wishes of the homeless child or youth or their parent/guardian. The complainant must file a School Enrollment Dispute Form with the school in which the student is presently enrolled. The principal of this school will notify the District's Homeless Liaison of the dispute and take steps to resolve the dispute.

When a dispute arises regarding school placement, the District will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The Homeless Liaison will take the necessary steps to resolve the dispute. If the homeless liaison cannot settle the dispute, the liaison will assist the complainant in seeking technical assistance from an appropriate service agency.

- The District will, to the extent possible, coordinate the provision of services to homeless children with:
- Local social service agencies and other agencies or programs providing services to homeless children and their families;
- Other local educational agencies, issues such as transportation or transfer of school records; and
- As applicable, state and local housing agencies.

Parents of Homeless students are encouraged to:

- Become actively involved in making suggestions in the planning and operations of the Title I program;
- Attend all informational meetings concerning Title I programs;
- Attend an annual public meeting to discuss the programs and activities that are carried out with Title I funds, to inform them of their right to consult in the design and implementation of projects, to solicit their input, and to provide them with the mechanism for maintaining ongoing communication among parents, teachers, and agency officials;
- Consult with teachers on an ongoing basis and attend parent/teacher conferences, if at all possible; and
Provide information and ideas on the effectiveness of the assistance that the student has received.

Pike Road Schools understands that it is essential for school personnel, parents, and community stakeholders to be made aware of the opportunities and services available to students and parents in our area who might qualify for services under the McKinney-Vento Act.

In order to accomplish these critical tasks, PRS will employ the following methods to inform school personnel, parents, and community members:

- Each year school personnel will receive training on the identification of homeless students;
- Brochures that include a summary of the McKinney-Vento program, the characteristics of students who may be experiencing homelessness, and contact information will be available at the schools;
- The District will notify parents/guardians of homeless children and youth of available resources and assist them in accessing the resources as needed;
- Schools will post materials from the NCHE. These posters summarize the rights of parents and youth who may experience homelessness and provide contact information for those needing assistance; and
- The District will post its Homeless Plan on the district website in the Federal Programs section.

Pike Road Schools will conduct an annual evaluation of its Homeless Education program to determine its effectiveness through surveys. The system will adjust practices and procedures as needed to improve the effectiveness of implementation and student achievement. This plan will be reviewed and revised, if necessary, each year.

(A) Admission Policy for Homeless, Migrants, Immigrants, and English Learners Students and Children in Foster Care

All homeless, migrant, immigrant, and English Learner students and children in foster care will have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth and will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The enrollment of homeless, migrant, immigrant, and English learner students and children in foster care shall not be denied or delayed due to any barriers that are specifically prohibited by

applicable law, which may include the following:

- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Guardianship or custody requirements
- Lack of social security card

(B) Homeless Students

i. Enrollment. Homeless students will be permitted to enroll without regard to residency status and will not be denied services offered to other students in the school system. Homeless students may also be entitled to other accommodations under federal law. Homeless students will continue in the school they attended before becoming homeless for the duration of their homelessness, or for the remainder of the academic year if the student becomes permanently housed during an academic year. Otherwise, a homeless student may be enrolled in any school in the system that non-homeless students who live in the attendance area in which the student is living are eligible to attend.

ii. Dispute Resolution. When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending the resolution of the dispute. The school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and the procedure for appealing the placement decision. The principal of the school will notify the Board's Homeless Liaison of the dispute.

iii. The Homeless Liaison will expeditiously carry out the system's dispute resolution procedures as detailed in the Board's homeless student plan.

(C) Students in Foster Care

A student in foster care will enroll or remain in the student's school of origin unless it is determined that remaining in the school of origin is not in such a student's best interest. If it is not in a student's best interest to stay in the school of origin, a student in foster care may

be enrolled in any school in the system that serves the attendance area in which the student is living, even if the student is unable to produce records normally required for enrollment. The school system will immediately contact the school last attended by the student to obtain relevant academic and other records.

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

A preschool program is available for learners with special needs beginning at age 3. Typical peers may enroll in the program based on available space for a monthly fee. PRS also has four pre-K classes for 4-year-olds. One of the pre-k classrooms is an OSR class that includes students with special needs. Pike Road City School staff work with families to identify and serve eligible students. Currently, PRS does not use Title I funds to pay for preschool services.

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.

Pike Road Schools uses multiple criteria for determining Title I targeted assistance eligibility, including an eligibility matrix and recommendations from the Problem-Solving Team (PST). The eligibility matrix includes academic achievement, socioeconomic status, and prior intervention status. In addition, the PST uses a variety of grade-level-appropriate assessments to gather additional information about students. The team uses data as it becomes available to determine which students are at risk.

The PST identifies students for screening based on multiple criteria then ranks the identified students based on points for each indicator. Administrators, Title I Interventionists review and seek input from classroom teachers utilizing the Student Eligibility Profile.

Once the team makes the final determination, they give parents information about the Title I program. Parents then decide to accept or refuse participation in the program in writing. If parents accept the Title I services, a school-parent compact is signed.

The PST monitors identified students throughout the school year and may remove them from Targeted Assistance in collaboration with the parents. The District sends information to parents in their home language.

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.

Transitions are important for all stakeholders to prepare throughout the school year. Teachers are expected to collaborate with all grade levels to ensure a smooth transition from grade level to grade level. This is accomplished by having vertical alignment meetings or subject area meetings within the school. These meetings allow for teachers to discuss procedural items such as routines for students to expect in

the next grade level as well as curriculum pacing and tracking progress of teaching standards being met. Principals are expected to collaborate with principals at all campuses to develop a plan for transitioning students. PRS has a comprehensive Career Tech program that focuses on helping with transitions, employment, and college readiness. PRS also employs a work-based learning coordinator and a strong counseling staff, who contribute to effectively dealing with transitions, postsecondary education, and employment.

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.

PRS uses KUDER as a career assessment program, and all students participate in Career Prep in the 9th grade. In addition, the counseling staff, career tech staff, work-based learning coordinator, and teachers all work with students to identify career and college interests and facilitate effective transitions within PRS and into college or careers after completion of high school. PRJHS & PRHS use a student mentor program that ensures each student has an adult advocate on campus to help them with any issue that impacts their education/future through a structured curriculum and ongoing dialogue about their interests and future desires.

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)

Pike Road Schools has a reflective and data-driven discipline process. When student behavior results in disciplinary action, school personnel use concurrent counseling or restorative practices to ensure the student's social-emotional and academic needs are being met. Administrators review discipline data to determine patterns of behaviors and areas in need of support. Pike Road Schools also utilizes positive behavior supports such as positive calls home for students exhibiting positive behaviors. Pike Road Schools also uses CHAMPS, a foundational framework for maintaining positive behavior throughout the District.

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.

Through project-based learning, PRS students frequently participate in experiential learning opportunities that promote skills attainment. Learners often work with one another to build 21st century skills of collaboration, communication, critical thinking, and creativity.

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.

PRS hosts career fairs and frequently brings in industry professionals to enhance the learning experience.

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

Pike Road Schools identifies students as gifted and talented in 2nd grade and continues to identify students through teacher and parent referral. Pike Road Schools employs a certified gifted teacher to serve identified students through the gifted program.

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

PRS will use funds to help students acquire and practice researching and information-gathering skills. PRS is a one-to-one digital learning environment. Title I educators will support digital literacy and improve academic achievement by utilizing technology.

Parent and Family Engagement Written Policy (Sec. 1116 (2))

Sec. 1116(a)(2)(A)

Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

Pike Road Schools will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA:

- Invite parents to participate in school and district committees, such as the Federal Programs Advisory Committee, AdvancED Accreditation Committees, and ACIP Committees.
- Hold a Parent Advisory Committee meeting for parents of students in the Title I program to review the LEA plan and discuss how Title I funds will be used to support the plan.
- Provide parent access to LEA and school parent and family engagement plans and continuous improvement plans via each school's website.
- Distribute an annual survey to facilitate parent and family input and involvement in developing LEA and school parent and family engagement plans and continuous improvement plans. Such Surveys will ensure that parents and families have the opportunity to be involved in designing, reviewing, and improving the overall Title I program.
- Notify parents and family members via various contact strategies, including newsletters, emails, phone calls, school and District websites. Translate take-home notices as needed.

Sec. 1116(a)(2)(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.

Partnerships are greatly appreciated and highly valued in Pike Road Schools. At PRS we have a calendar full of family involvement activities and meetings such as the following: Parent information nights on specific topics such as internet safety and transitioning to adolescence (these are held throughout the school year in the evenings), Talent Show, Parent Advisory Team, and PTA meetings.

PRS developed the Parent Engagement Plan with feedback and consultation from all schools in the District, including various staff and parents. PRS administration, Title I Staff, and parents are engaged through various means to help them access valuable district resources in four key areas: learning supports, social services, school communication, and partnerships. The foundation of this system is the communication with parents as active educational partners. PRS is fortunate to exist in a community full of citizens who support public education. Further, PRS can build strong partnerships with private businesses, local universities, and the Town of Pike Road. Those entities actively support the PRS and the partnerships between Pike Road Schools and its families.

Sec. 1116(a)(2)(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.

PRS will use various strategies and action steps in each of the four key areas to form the basis for the activities and structures that the District will use to engage parents in their children's education. The District will target parents as participants in multiple ways while stressing the importance of devising ways in which the District can reach parents who may not, for a variety of reasons, be likely to attend such "traditional" events and activities. PRS uses translators and delivers printed information by hand to targeted areas within the District.

Sec. 1116(a)(2)(D))

Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (iii) strategies to support successful school and family interactions

- (i). The Pike Road School District will provide frequent communication to parents through weekly newsletters, PTSA newsletters, and written and digital media. Individual schools will share information about school events, activities, and academic matters through various technology-based tools and media. Further, schools and other district entities will hold organized meetings to share information and build community with parents through shared experiences. These may include PTSA meetings, family nights, parent conferences, and other opportunities. The use of technology for communication will play an essential role in this area.
- (ii). Pike Road Schools will develop and implement regular parental engagement activities to inform parents about the curriculum, grade-level standards, academic expectations, and assessment programs. Through Curriculum Nights, International Nights, Back to School Nights, and other similar activities, school and district personnel will explain academic content and share how parents can help their children master it. Schools will develop and implement an organized structure to have parent conference opportunities where instructional staff can share how their child is performing on curriculum-based work and various academic assessments in a one-on-one or small group setting. School personnel will design these activities using formal reporting structures that show student progress. They will include progress data for students who struggle to master grade-level content and receive tiered intervention services. Those who work with English Language Learners will develop and implement activities designed to help parents whose first language is not English understand the support for their families and children, both in academics and otherwise. The EL coordinator and EL support staff will focus on providing academic information and other support for English learners' parents.
- (iii). Pike Road Schools employs three key strategies:
 - Strategy 1: Communication. PRS will strive to provide frequent, meaningful communication in all key areas of the student's programming, focusing on academic support.
 - Strategy 2: Learning Supports. The schools will strive to provide parents with valuable and timely information that helps them with strategies that will allow them to help their child become more proficient with academic content.
 - Strategy 3: Social Services. The schools will connect parents with internal and external resources that can help them access needed social services for their families.

Each spring, the District will conduct a digital parent survey. The survey will be available on paper as needed. The school district will use the findings to design strategies for more effective parent and family engagement and revise, if necessary, its parental involvement policies. These results will be tallied and presented to the committee members and the Title I staff at the end-of-year meeting.

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

Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.

PRS will design evidence-based strategies for effective parent involvement based on survey results. The following best practices will serve as the framework for the program design:

- Create a welcoming school climate.
- Provide families with information related to child development and creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication

- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
- Engage families in school planning, leadership, and meaningful volunteer opportunities.
- Connect students and families to community resources that strengthen and support students' learning and well-being

LEA and school staff will develop strategies for each of these categories, implement the strategies as intended, and revise the plan as needed, to meet the needs of stakeholders.

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

Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

A Parent and Family Engagement Advisory Board will review, discuss and provide input about appropriate activities and strategies that the LEA can use to connect with and support parents and families. This group will review the District's Parent and Family Engagement Plan and offer suggestions on strategies for both the general population and those parents who represent families where English is not the primary language spoken in the home.

Parental Involvement

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

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.

Pike Road Schools will assist parents and family members in understanding the following topics:
Challenging state academic standards

- State and local assessments
- Title I requirements
- How to monitor a child's progress
- How to work with educators to improve achievement

School and district personnel will schedule various parent and family engagement activities at all schools. All schools have an Open House where school personnel informs parents about school and District policies and procedures and their children's curriculum. Parents will learn the best way to communicate with each child's teacher, increasing the likelihood of school success. Schools also hold their Annual Title I meeting to discuss Title I requirements. School personnel will design these activities using formal reporting structures that show student progress. They will include progress data for students who struggle to master grade-level content and receive tiered intervention services. Those who work with English Language Learners will develop and

implement activities designed to help parents whose first language is not English understand the support for their families and children, both in academics and otherwise. The EL coordinator and EL support staff will focus on providing academic information and other support for English learners' parents.

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.

With the assistance of its schools, the school district will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Pike Road Schools will develop and implement regular parental engagement activities to inform parents about the curriculum, grade-level standards, academic expectations, and assessment programs. Through Curriculum Nights, International Nights, Back to School Nights, and other similar activities, school and district personnel will explain academic content and share how parents can help their children master it. PTSA meetings will include information to help parents understand how to best help their students attain higher levels of academic achievement.

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.

Throughout the school year, the District will conduct training related to increasing parent and family engagement, improving effective school-family communication, creating a welcoming environment, partnering with families to increase student academic achievement, and building relationships with community stakeholders. Through formal and informal needs assessments, local schools will identify additional staff and parental needs. All faculty and staff of Title I schools will receive ongoing training on effective communication strategies to build parent capacity. Title I schools will consider parent input when planning effective communication practices. The Federal Programs Administrator, the school principals, and the Title I contacts at each school will facilitate the operation of effective parent centers, conduct ongoing staff and parent training, and build community-school partnerships.

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.

PRS provides information and presentations to counselors, Title I staff, principals, and other school staff. Pike Road Schools will also collaborate with presenters from local agencies to provide parents with information and present a series of parent workshops on parenting strategies.

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

The school district will 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. Each Title I school distributes both the local school and the LEA Parent and Family Engagement Plans to families at the beginning of each school year. Because of the high population of Spanish-speaking and Korean-speaking parents, PRS generally translates these plans into these two languages. Schools hold parent meetings throughout the year for parents and families of EL students.

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

Throughout the year, parents may request other support for parental involvement activities. As these needs arise, the schools and the District will provide reasonable support. PRS will maintain open lines of communication with parents and encourage them to voice their concerns and their needs. The District will encourage parents to participate in committees such as the Federal Programs Committees, LEA'S Strategic Planning Committee, the AdvancED Accreditation Committee, and the Continuous Improvement Plan committee. At the beginning of each school year, PRS will notify the parents of each student attending Title I schools in the school system that the parent/guardian may request information regarding the professional qualifications of the student's classroom teacher. Also, the school will provide timely notice to parents/guardians that their student has been assigned to or is being taught for four 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.

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

The District will use parent feedback to develop training for teachers, principals, and other educators to build and support school staff capacity. PRS will use data generated from parent surveys to design professional learning and enhance the collaborative relationship with parents to improve student success.

Professional learning activities may include:

- Using effective communication strategies;
- Sharing data with parents and setting student academic goals; and
- Providing informal professional learning (such as tips on effective parent newsletters, inspirational and informative posters for display, informative brochures.)

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

If the school district has exhausted all reasonably available funding sources, the LEA may provide literacy training for parents from Title I, Part A funds as needed. At this time, literacy training is not identified as a need.

Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

The LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions. This will occur if it is found to be a need. At this time, it has not been identified as a need.

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

Pike Road Schools recognizes that parents network with each other in the community. The LEA will make a concerted effort to use engaged parents to communicate with other parents to increase their participation. The LEA will focus on this process at some of the LEA's communication and learning support sessions.

Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

Schools and district staff will collaborate to create non-traditional opportunities for parents through alternate venues or media. The use of technology for communication will play an essential role in this area, as will scheduling meetings at times and locations other than the traditional night-time meeting at the school. Schools will provide activities scheduled at various times and locations to meet the needs of parents who are unable or unlikely to access the traditional "school night" activities. The LEA may provide lunchtime learning activities, breakfasts for parents, video conferencing, or other opportunities as alternative opportunities for learning about their children's academic progress and need.

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

Pike Road Schools may arrange parent meetings at various times and dates to ensure better participation and access to the parent program. The Title I teacher will conference with parents of targeted assistance students. The Title I teacher will work with parents' schedules to ensure the participation of parents in parent-teacher conferences. PRS will host parent conference days.

Describe how the LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

Pike Road Schools will establish a Parent Advisory Committee to provide advice on all matters related to parental involvement throughout the Title I program. The Parent Advisory Committee will include parents and family members from all participating Title I schools and will adequately represent the needs of the served population. The District will provide opportunities for parents who have limited English proficiency or disabilities to participate. When applicable, the District will provide the same opportunities to parents of migratory children.

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

PRS will establish partnerships among community-based organizations to strengthen our parent and family engagement plan.

The District will encourage community organizations and businesses to offer support in identifying needs and implementing strategies for improved parent and family engagement. They may provide guest speakers, locations for meetings, or monetary donations for parent needs. Community-based organizations and businesses will be critical partners in the support network. They will have multiple opportunities to share strategies to build knowledge and improve our efforts

Sec. 1116(f)

Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Pike Road Schools and each Title I school will provide engagement opportunities for all parents and families. They will arrange for informed participation of parents and family members with limited English proficiency, disabilities, and parents of migratory children, as practicable. District and school staff will collaborate with the EL coordinator to remove barriers to the full participation of families.

As feasible, school or district personnel will provide information and required school reports (as established by Section 1116 of the ESSA) in a language and format parents understand. Language accommodation provisions will include translation services when needed.

