

Alexander City (102) Public District - FY 2024 - 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.

Teachers in the Alexander City School System use various data to provide immediate feedback and align goals and expectations for student learning. Effective classroom management/organizational strategies are used in establishing a positive and productive academic learning climate. Furthermore, teachers emphasize both knowledge and skill for student learning and higher order thinking skills. Teachers analyze assessment data at the beginning of each school year. Once identified based upon a review of the data, instructional plans are developed for those students needing interventions. All intervention decisions, curriculum sequencing and proper grouping of students is driven by the student data. Progress monitoring is done consistently and allows for appropriate interventions and placement of students throughout the school year. Administrators and teachers will use the principles of effective data meetings to ensure that all students are met with targeted interventions that provide the greatest opportunities for success. Teachers and administrators will participate in 3 critical data days and 3 vertical planning days, in which they analyze data from state mandated assessments and interim assessments to guide the instruction for the following grading period.

Students in grades K-12 are afforded opportunities to participate in the fine arts. Music and visual arts are offered to students in grades K-12. Students in grades 7-12 may participate in drama, visual arts, and band. Extensive options are available for students (K-12) to participate in clubs. These enhance, enrich, and support the learning experiences of our students.

In order to provide enrichment activities for ALL students, the ACS has implemented the Science, Technology, Engineering, and Mathematics (STEM) Program. This program builds on the core curriculum in providing students opportunities to expand their knowledge base with an emphasis on the sciences, mathematics, technology, and overall critical thinking skills. We also provide chances for students in grades 3-12 to participate in robotics competitions. Alexander City Schools employs a district STEM Specialist that works with all STEM teachers to insure that there is cohesiveness, progression and a continuum to our STEM instruction.

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.

Alexander City teachers analyze assessments data from all students at the beginning of each school year. All students take a universal screener at the beginning of the school year. Based upon a review of data, instructional plans are developed for students in need of academic intervention. All decisions concerning intervention, curriculum sequencing, and the proper grouping of students are driven by student data. Progress monitoring is performed consistently allowing for proper intervention and placement of students throughout the school year. Teachers and administrators at each school routinely use student assessment data to monitor and adjust the curriculum based upon the needs of the child. We currently use DIBELS, iReady, local benchmark assessments, and state-mandated assessment data to monitor student performance and determine academic strengths and weaknesses. Our continuous monitoring of the standards and students work allow us to align instruction vertically and horizontally. In addition, our schools use the Response to Intervention model within Problem Solving Teams as a means to meet the academic and behavioral needs of our students.

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.

Students having difficulty mastering state content standards receive support to improve their academic performance. Struggling students receive instruction from qualified intervention teachers and tutors. Interventions for reading and math standards is a priority. The district employs instructional coaches K-6 to provide professional training and a technology specialist to offer technical support, equipping teachers with the essential skills to prepare students to meet challenging academic standards. Title I funds are used to provide additional teacher units to lower student teacher ratios and promote understanding of statewide objectives by at-risk students. Title I and Title II funds provide evidence-based professional development for teachers, principals, and administrators. All federal programs coordinate with the Individuals with Disabilities Education Act, the 1998 Carl D. Perkins Vocational and Technical Education Act, the McKinney-Vento Homeless Assistance Act, and other acts.

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.

Meeting the physical, social, and emotional needs of students attending Alexander City Schools is a major focus at all schools within the Alexander City School System and is an area of strength. Strategies are in place to assist those students in need. ACS has also partnered with a local mental health facility to provide school-based mental health services as needed. The data from state-mandated assessments, progress monitoring and reading placement and benchmark assessments place students on a trajectory for improvement. In addition, teachers use informal classroom observations to identify at-risk students. Identified students move to the proper RTI Tier for additional instruction as needed. Teachers in ACS meet regularly, both formally and informally, in departments and grade levels to discuss common assessments and plan instruction for all, which includes new instructional strategies, interventions and enrichment. This collaboration exists between administration, teachers, and instructional coaches. Each school has a Problem Solving Team, a function of RTI, which convenes regularly to address the needs of Tier II and Tier III students in both academic and behavioral areas. Problem Solving Teams meet at each school concerning students that are having academic or behavioral difficulty. The Problem Solving Team proposes strategies the classroom teacher can use while carefully checking the progress of struggling students to ensure movement toward academic competence. We also employ a Mental Health Services Coordinator to assist schools in putting families and students in contact with the appropriate agencies to address their needs. Teachers also have access to the Everyday Speech and Rhithm programs, that provide means for teachers to assess student social and emotional health each day.

5. Sec. 1112(b)(2)

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

Alexander City Schools has only one school per grade span. As a result, children are not separated by attendance zones. They have only one attendance option based upon grade level. Socio-economic status has no bearing on the school that each student must attend. Title I and Title II funds are not used to pay the salaries of teachers who do not meet the state and federal definition of qualified teacher. All teachers in Title I school-wide schools meet applicable state certification and licensure requirements of the State of Alabama.

6. Sec. 1112(b)(3)

Describe how the LEA will assist comprehensive and targeted support schools with developing and monitoring school improvement plans. The LEA must include the process of rigorously reviewing external providers; aligning school improvement resources with other federal, state, and local resources; and, **as needed**, modifying practices and policies to provide operational flexibility for schools implementing plans. Section 1003(e)(1).

Will each comprehensive and targeted support school receive all the state and local funds it would have received in the absence of the school improvement funds? Section 1003(e)(2).

The LEA has no Title I schools identified as in need of Comprehensive or Targeted Support Schools.

7. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is:

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. (ESEA section 1113(a)(2).) Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:
 - Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and
 - Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).)

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools:
 - The LEA must notify its secondary schools to inform them of the option.
 - A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a)(5)(B) and (C).)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA.

(ESEA section 1113(a)(3)(B).)

ALEXANDER CITY SCHOOLS

POVERTY CRITERIA

The Alexander City Schools consist of one school per grade span K-2, 3-4, 5-6, 7-8, and 9-12. As a result, school attendance areas do not apply. However, using the 75% rule, all school in ACS qualify and are going to be served with Title I funds. Being CEP and recalculation of poverty percentages, the poverty information per school within the jurisdiction of the Alexander City Schools LEA is as follows:

SCHOOL	% of POVERTY	# of STUDENTS
Alexander City Middle – School wide Title I (7th -8th)	95.15%	270/454 recalculated 432
Benjamin Russell High –School wide Title I (9th -12th)	83.08%	418/804 recalculated 668
William L. Radney Elementary - School-wide Title I (5th -6th)	100%	294/433 recalculated 433
Nathaniel H. Stephens Elementary School – School-wide Title I (3rd -4th)	99.76%	260/417 recalculated 416

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

The school-wide program in the Alexander City Schools is a comprehensive reform strategy designed to upgrade the entire educational program in the district's Title I schools. The primary goal is to ensure that all students, including those who are low-achieving, demonstrate competence and advanced levels of achievement on state academic achievement standards. This school-wide program should result in a continuous, comprehensive plan for school improvement that is used by the entire school community and is tailored to its unique needs. (ESSA, 2015)

Currently there are no local institutions for neglected or delinquent students within the Alexander City School District. Students placed in these institutions withdraw and come under the jurisdiction of other LEAs. As a result they are, temporarily, no longer our students. An admission policy for neglected or delinquent children is in place should such institutions become available within the Alexander City School District. Evaluation of students will use the same instruments as all other students to ensure that we provide proper educational service. Students returning from the Department of Youth Services placement, as part of their transition back to general school populations, may be placed in an alternative learning setting (Phoenix Academy or ISS) for a period of 10 to 25 days. Any student charged with a felony, awaiting trial, or sentencing may be placed in an alternative learning setting for a period of 90 to 178 days.

A transition plan will be developed with input from the student and his/her teachers to assist the student in the transition back to the general school populations. Re-entry to the main campus will require a behavior contract and transition plan. Students attending an alternative learning setting will receive credit for all coursework completed.

The Alexander City School district has no Targeted Assistance schools within its jurisdiction.

9. Sec. 1112(b)(6)

Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Enrollment packets contains the Alabama Employment Survey which must be completed by new students enrolling in the Alexander City Schools. Completed surveys are forwarded to the Director of Federal Programs for submission to the Alabama Department of Education. All homeless, migratory, immigrant, Foster and limited English proficient children shall have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. Such children will be provided the opportunity to participate in the same state educational programs and to meet the same state student performance standards as all other children without being isolated or stigmatized. Students who live in the attendance areas of Alexander City School System and who are homeless, migratory, immigrant and/or limited English proficient shall not be prohibited from school attendance due to any of the following:

- Residency requirements
- Lack of immunizations
- Lack of school records or transcripts
- Lack of social security number
- Legal custody requirements
- Disabilities
- Transportation
- Lack of birth certificate

10. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

Jim Pearson Elementary School (PK-2) partners with preschool programs located within the jurisdiction of the LEA. Prior to enrollment, children are given a pre-assessment. Workshops are provided for area preschools and daycare centers. These workshops provide information and strategies pertaining to kindergarten readiness. The workshops are provided based upon the identified needs of the children. This process makes the transition to school much more effective. Emphasis is placed upon the importance of language skills and language development. Registration information packets are given to preschool staff for distribution to parents. Kindergarten orientation is held in the spring and scheduled visits by preschools allow children to visit kindergarten classrooms, meet teachers, enjoy the playground, enjoy snack time, and experience a ride on the school bus.

Each spring, kindergarten students visit a first grade classroom, first grade students visit a second grade classroom, and second grade students visit a third grade classroom for orientation. Students are afforded the opportunity to meet a teacher and are allowed a question and answer time.

The H.I.P.P.Y. (Home Instruction for the Parents of Preschool Youngsters) program addresses prerequisite skills and preparing preschool children for kindergarten success. HIPPY is a 30-week school readiness-parent involvement program for parents of three- to five year-old children. This program runs concurrently with the school year and the staff includes a professional coordinator and well-trained home-based educators. Title I supports this program through funds set aside each year to provide materials and supplies.

First Class: Alabama's voluntary Pre-K is part of the Office of School Readiness within the Department of Children's Affairs. First Class provides effective, high-quality early childhood experiences that prepare our PK children for school success and lifelong learning. Jim Pearson Elementary School has a total of five Pre-K units provided by grants and will serve up to 90 students selected by lottery for the 2021-22 school year.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

NA

12. Sec. 1112(b)(10)(A)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

Students enrolled in 8th grade at ACMS who successfully complete high school level courses will be granted high school credit. The student must complete the course with a passing grade of 60% or higher. Students passing Career Prep A will receive .50 credits.

Additional transition activities include:

- Attending Project-Based Learning days at BRHS.
- Touring the Career Tech Department.
- ACMS students visit individual classrooms to view the results of Project-Based Learning in those classes.
- ACMS students visit BRHS for their Mock Career Day PBL
- Students leave ACMS with a Four Year Plan for becoming College and Career Ready

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

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

The district expands learning options available to intellectually gifted and highly motivated students by offering opportunities for creative and analytical educational experiences. These opportunities include electives, AP courses, Early Admission, Dual Enrollment College Credit Programs, and Distance Learning. Middle school and senior high students have access to advanced level courses. Upon recommendation, academically talented students may take college-level courses for college credit. Some college-bound students may choose to take these courses as an intensive preparation for college work. AP examinations are provided for the student whose goal is college credit. Examination results are sent to individual colleges or universities to determine student placement. Dual enrollment and dual credit opportunities are also available to eligible senior high students and select 9th and 10th graders.

Additional transition activities include:

- Visits to two colleges as Juniors and Seniors

- Participation in National Application Day
- Co-op/Apprenticeship Programs
- Counselors meet with parents and guide them and their parent s through the college application process
- Counselors maintain a scholarship webpage for students
- Senior Blitz – Students have the opportunity to participate in mock job interviews with community leaders
- Dreams Meet Reality
- CNA Certification
- Serve Safe Certification
- MS Office Certification
- Wildcat LEAPs Fellows Program – Leaders Excelling in Academic Pathways (9th Grade Dual Enrollment)
- Dual Enrollment Scholarships

14. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

ABE Modules

Funds will be used to provide the Alternate Behavior Educator program. ABE Interventions introduce behavioral correction through interactive quizzes, games and videos featuring students acting through real situations.

Due Process

A student must know what conduct is appropriate and what is forbidden; therefore, the rules and regulations of the ACBOE governing student conduct shall be distributed to all students and parents and posted in a conspicuous place. Prior to any suspension, the principal or his or her designee shall advise the student in question of the particular misconduct and the basis for the accusation; provide the student an opportunity to explain his or her version of the situation. The necessary procedure shall follow as soon as practicable. Before being punished for a violation of ACBOE policies or school regulations, a student shall have the right of the following minimum due process procedures:

- The student shall be given oral or written notice of the charges against him;
- The evidence against the student shall be explained to him; and
- The student shall be given an opportunity to present his own version of the facts concerning the charges.

A student must know what conduct is appropriate and what is forbidden; therefore, the rules and regulations of the ACBOE governing student conduct shall be distributed to all students and parents and posted in a conspicuous place. Prior to any suspension, the principal or his or her designee shall advise the student in question of the particular misconduct and the basis for the accusation; provide the student an opportunity to explain his or her version of the situation. The necessary procedure shall follow as soon as practicable. Before being punished for a violation of ACBOE policies or school regulations, a student shall have the right of the following minimum due process procedures:

- The student shall be given oral or written notice of the charges against him;
- The evidence against the student shall be explained to him; and

The student shall be given an opportunity to present his own version of the facts concerning the charges.

Guidance Services

Guidance and Counseling personnel help students to become independent problem solvers. Counselors care, listen, guide, and support. Every school utilizes the services of a counselor. Counselors will work with students in the areas of personal/social development, educational development, and career development. Counselors work with students individually, in small groups, and in the classroom. Counselors also will consult with parents and teachers in an effort to give students the best possible assistance. Counselors will coordinate services with school resource personnel and with community agencies to obtain special help for students requiring it. Parents who have questions or concerns regarding the personal, social, educational, or career development of their child, are encouraged to contact a counselor assigned to the child's school.

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

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

ACMS and BRHS follow the Alabama Career Development Model of implementing Career Technical Education in grades K-12 along with the Alabama State Department of Education Program Guides for each declared career cluster and the Alabama State Department of Education. The Career Technical Director and the Career Coach work hand in hand with administrators at each school to implement career inventory, career plans, and career technical education exposure to all students. Major Clarity is used as the career exploration and career software development software by each student through their own individual log in. Also, the career coach works with students at each school to advise them on pathways for college and career opportunities.

16. Sec. 1112(b)(12)(B)

If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Students at ACMS and BRHS are exposed to cooperative education, job shadowing, unpaid and paid internships, pre apprenticeship programs, and in the future, apprenticeship programs. They also are involved with classes at the local community college that allow them to have one day interactive experiences in different career clusters.

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

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

The Alabama Administrative Code defines gifted as: "Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor." Teachers, counselors, administrators, parents or guardians, peers, self or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second grade students will be observed as likely gifted referrals using a gifted behavior checklist. Parental consent is required prior to proceeding with screening and/or evaluation. Once consent is received, a screening team will review the available information in the areas of intelligence or creativity, gifted characteristics, and performance. The team will determine if enough evidence exists to proceed with evaluation. Students achieving the minimum required score on the state matrix are considered eligible for gifted services. A Gifted Education Plan is developed for these students. Written parental consent is required before services begin. The ACS provides services according to the age and grade of the student. Windy Eldred, Director of Special Services, may be contacted at the Alexander City Board of Education Office at (256) 234-8672 for information or referrals. Teachers funded by Title I funds are instrumental in the identification of gifted and talented students.

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

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

Students have multiple opportunities for hands-on experiences using computers and telecommunications technology. Opportunities for students to access internet resources and other technology-based materials are provided. Each student is presented with options to become computer literate.

Library media programs will provide:

- Equal and maximum access to information resources which extends the limited content of textbooks.
- Instruction for students in acquiring the research skills necessary for independent learning.
- Motivation for students to read and enjoy good literature.

Encouragement for students to use a variety of media for a lifetime of learning and pleasure

Each school in the System will maintain a library media center under the direction of a state certificated library media specialist in accordance with accreditation standards. The responsibility for coordinating the selection and purchasing of instructional materials rests with the library media specialist with the final responsibility being vested in the Board.

The Alexander City School System library media specialists and teachers will collaborate to insure that all students have adequate and equal access to the library media center and its collection. Title I funds are not directly used to support the library programs at the schools that participate in the Schoolwide Programs. Media specialists are a part of the planning process for the use of Title I funds.

19. Sec. 1112(b)(7)

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

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

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

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

The Alexander City School District will involve parents in the joint development of its LEA Parental Involvement plan by inviting them to serve on the LEA Advisory board and giving opportunities to provide suggestions for the annual revision of the LEA Parental Involvement Plan. Parents will also be invited to serve on each Title I school's improvement planning committee assisting in the development of the Continuous Improvement Plan (ACIP). The Alexander City School District will regularly conduct district parent advisory board meetings to develop and/or review the LEA Parental Involvement Plan. Additionally, The Alexander City School District and the Title I schools will utilize surveys and parent focus groups throughout the year to provide collective information to the advisory boards and planning committees

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.

The district will provide the coordination, technical assistance, and other support necessary to assist and build capacity among participating schools within the LEA in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Parents and families will be asked to participate in the development of each school's ACIP.

The LEA will conduct district parent advisory board meetings to develop or review the LEA Parent and Family Engagement plan as well as the annual evaluation including the revision of the document with improving the academic quality of schools as its focus. School staff will receive targeted training regarding engagement strategies. Schools will be encouraged to collaborate with community-based

organizations with a track record of improving family engagement or engaging in any other activity that the district believes is appropriate for increasing engagement. Both the LEA and schools will involve parents in the development of engagement training for school personnel and train parents to enhance the engagement of other parents.

Last year we completed the Karen Mapp Training plus Karen Mapp Core Principles training at Radney and JP. Additionally, we did Karen Mapp Core Principles at the New Teacher orientation. Each year the district conducts a survey at the beginning of the year that asks parents to advise on the best communication models and how often they believe the district or Title I schools should provide engagement opportunities throughout the school year. At this time this information has been provided to principals.

We have just completed the Parenting Partners training which included district and school staff as well as parents. We will also conduct additional FACE/ Mapp training this year. This will be led by our Family and Community Engagement Coordinator, along with two administrators.

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.

Research has proven that students with engaged families exhibit faster rates of literacy acquisition, earn higher grades and test scores, enroll in higher-level programs, are promoted and earn more credits, adapt better to school and attend more regularly, have better social skills and behavior, and graduate and move on to higher education. Student success and school quality depend on engaged families. The district will provide support to assist schools in implementing effective family engagement activities, assist parents in participating effectively in their children's education and helping their children meet state academic standards, and provide parents with access to community resources that can support academic learning. We provide Academic Parent Teacher Team training and support advertising for Academic Parent Teacher Team events; have a Family and Community Engagement website; encourage school and parent communication; support parents initiatives such as PTO, etc. The new website will provide access to additional community resources.

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

D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

The Alexander City Schools recognize families as assets in strengthening relationships with all families by identifying and removing barriers to greater participation by families. The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan and use the data to design/ revise engagement policies and identify barriers to greater participation by parents in parental involvement activities. Throughout the school year, the LEA will conduct various parent surveys, analyzing the results for use in revising the parent engagement plan at each Title I school. The results of the surveys will be used during consultations with each LEA Advisory Board for the purpose of revising the LEA Plan.

Examples:

Start of school

Beliefs

Culture and Climate

Title 1 Survey

APTT surveys

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

Parent communication is very important to a child's education. Every grading period each parent is provided a progress report to inform them of their child's current progress. The parents of students referred to the Problem-Solving Team are sent i-Ready reports which include information on their child's intervention progress. Quarterly informational meetings for parents are held at each Title I school to explain learning expectations and give parents hands-on experience with skills needed for student success. All Title I schools maintain websites to inform parents of vital information needed to support their children's learning.

Additionally, the district maintains a universal calendar of specific Title I school family engagement opportunities that are provided to parents at the beginning of the school year. Title I schools communicate frequently through Blackboard messaging, email, social media, and at times phone calls or school-wide flyers/handouts to ensure parents are aware of engagement opportunities- whether as a whole or for the family. Teachers make frequent phone calls, communicate through emails and meet face-to-face with parents when the need arises.

Parents are surveyed in the spring on their knowledge of the Title I program and the use of Title I funds. Our Family and Community Engagement Specialist conducts focus meetings with Family and Community Engagement Committee members to get their suggestions as to how to enhance the Title I programs and what the LEA can do to assist them in taking an active role in their child's learning.

The select group of certified staff, parents, and community stakeholders were trained on the Karen Mapp/ Dual Capacity-Building Framework for Family-School Partnerships in 2021-2022. Administrators, new teachers, and other certified staff will go through refreshers and training throughout 2021-2022 and 2022-2023. All active certified staff will be trained by the end of 2023-2024. This will be ongoing.

(iii) strategies to support successful school and family interactions

The district will conduct multiple surveys throughout the year to aid in the evaluation of the parent and family engagement policy. Each school has a family and community engagement committee that is continuously evaluating the policy and the activities that each school provides. The district provide materials and training to help parents work with their children to improve academic achievement to foster more meaningful parent and family engagement by implementing the following:

- The school parent advisory committee will have input on the spending of the one percent set aside.
- Each Title I school will help parents to understand how the school plans to spend its portion of parent engagement funds. This will be presented to parents for feedback and discussion at the Title I meeting.
- Each school will have a minimum of 4 academic-parent-teacher teams (APTT) events throughout the school year. Each APTT must provide instructional support strategies for parents to implement at home.
- The FACE (family and community engagement) team at each school will meet quarterly to ensure school success by informing and empowering parents to support their children's learning at home.
- The LEA and schools will provide examples of how parents can partner with the school at various leadership levels including participation in the classroom.
- The school will provide opportunities for parents to participate in decisions relating to the education of their children.
- The LEA and schools will conduct an annual assessment/survey to understand family and staff needs for effective home-school connections.
- The LEA and schools will recognize families as assets and resources in strengthening relationships with other families.

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

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

The LEA will establish a district-wide parent advisory council to impact engagement. Research has proven that students with engaged families exhibit faster rates of literacy acquisition, earn higher grades and test scores, enroll in higher-level programs, are promoted and earn more credits, adapt better to school, and attend more regularly. Student success and school quality depend on engaged families. As a result, the district will use the findings from the annual parent survey as well as supplemental surveys to provide opportunities to give regular communication about children's activities and progress in their preferred language and way of communication, and recognize families are assets in strengthening relationships with other families, conduct APTT events that embrace the Dual Capacity-Building Framework strategies, share data, learning, frameworks, and best practices with families to reinforce high expectations for program/school quality and success. The findings from the surveys and focus meetings are discussed with the school family and community engagement committees and the district administrative team to determine what revisions need to be made to the district policy. This process is facilitated by our Family and Community Engagement Facilitator. He also presents the data at a board meeting in the fall.

In addition, parents will be encouraged to attend school and program enrollment and orientation sessions, attend school events that offer opportunities to connect with other families to share goals, information, ideas, and support, participate as parent leaders, and attend and put into practice school and program training focused on how to support their child's progress. This will include Academic Parent Teacher Teams at each school and a central committee trained in Parenting Partners strategies.

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

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

The Alexander City School district will build the school and parent's capacity for strong parental engagement to support a partnership between the school, parents, and the community. The LEA will conduct an annual assessment/survey to understand family and staff needs for effective home-school connections, establish a district-wide parent advisory council to improve parent and family engagement, and involve parents in the joint development of the district plan.

Parents are asked to volunteer to be a part of the school and/or district family and community engagement committees. If not enough volunteers are secured and/or there is not enough diversity on the committee, the administrators at each school are asked to identify candidates. These candidates are then contacted by our facilitator.

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

G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

The Alexander City Title I schools will provide training to parents of children served by the school through quarterly parent meetings. This training will assist families in understanding state academic content standards, state student college and career readiness standards, state and local assessments, requirements of Title I, Part A, how to monitor their child's progress and how to work collaboratively.

H. Describe how it will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

The LEA will provide materials and training to help parents work with their children to improve academic achievement to foster more meaningful parent and family engagement. The school parent advisory committee will have input on the spending of the 1 percent set aside. Each Title I school will help parents to understand how the school plans to spend its portion of parent engagement funds and how parents will benefit from those funds. Each school will hold APTT events to provide parents with strategies to support student learning at home.

The parent engagement committee at each school will meet to ensure school success by informing and empowering parents to support their child's learning at home. Parental engagement funds will be used to provide the tools necessary for parents to participate in the learning process of their children.

I. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Certified staff and parent representatives from each school received training on the Karen Mapp/ Dual Capacity-Building Framework in 2021-2022. Staff and parents will continue to receive additional training and refreshers on Karen Mapp/ Dual Capacity-Building Framework. This is a program/way of thinking that moves from parental involvement to parent and community engagement.

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

The Alexander City Schools district provides transition activities for children attending our K-2 school, Jim Pearson Elementary, from Head Start, Daycare centers, or other PreK programs. Preschool programs are afforded access to a series of workshops that are provided to them based upon the identified needs of the children. The overall goal is to foster a smooth transition to public school. The district provides access to H.I.P.P.Y. (Home Instruction for Parents of Preschool Youngsters).

The HIPPY program is a home-based, parent involvement, school readiness program that helps parents prepare their children for success in life and school. The program is designed specifically for those parents who would like to be more confident. Jim Pearson Elementary partners with local programs. Prior to enrollment, the children are given a preassessment.

· Jim Pearson Elementary School will coordinate and meet with HIPPIY and local Head Start directors to develop effective strategies to help parents become involved in helping their children academically at home.

· Parents of preschool children will be provided educational literature and other instructional materials via the Parent Resource Room.

The district offers a summer remediation program provided by the district. The program targets students in need of remediation as they enter the first through third grades. The program's focus is to improve student achievement by providing experiences that will positively impact student learning. Students are provided intervention in reading and math by certified teachers. In addition, it is expected that the students will demonstrate continuous positive growth on i-Ready progress monitoring in grades 1-3.

The district provides a summer enrichment program in conjunction with local summer programs. The goal is to foster continued reading as well as decrease summer slide and improve student reading and math literacy through access to district technology and remedial/enrichment programs.

The district also provides access to First Class: Alabama voluntary Pre-K program. This program is part of the Office of School Readiness within the Department of Children's Affairs. First Class provides effective, high-quality early childhood experiences that prepare preschool children for school success and lifelong learning. Jim Pearson Elementary School houses a total of five (5) Pre-K units provided by grants serving up to 90 children selected by lottery each year.

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

The Alexander City School district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities are provided for parents in an understandable and uniform format and to the extent practicable, in a language, the parents can understand through the following mediums:

· Parents will receive a district-wide calendar of family engagement events including preset dates for Academic Parent Teacher Team events.

· Parents will receive prior notice of school activities sent home through students, posted on school websites, and announced using the Blackboard (BB) communications platform (messaging), and social media. All websites and BB messages have language translation capabilities.

· A schedule of events will be posted on each school and district website and included in parent newsletters and flyers.

· To the extent practicable, all notices will be provided in a language that parents can understand using adaptive language technologies.

· The LEA will maintain a parent involvement website for both English and EL-speaking families (www.alexcityschools.net) as well as social media to keep parents informed. Family Engagement will maintain its own website called alexcityface.net to become wildcatsbethere.com.

· The Google calendar is available on the district and school websites to inform parents and community members of the dates, times, and locations of all school-sponsored activities.

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

The Alexander City School District will also:

· Adopt and implement model approaches to improve parent and family engagement (district-wide calendar, social media, newsletters, brochures, messaging/texting)

· Invite parents to participate with district and school communities (Title I Advisory, EL Advisory, School ACIP, Family and Community Engagement)

Develop appropriate roles in parental engagement activities for business, community, and faith-based organizations.

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

The district will conduct an annual evaluation/ survey of the effectiveness of parent engagement activities in improving the academic quality of schools. Parents will be involved in the development of training for school personnel through school, parent and family engagement focused team participation, ACIP, and the planning of other parent and family engagement activities.

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

The Alexander City School district will provide necessary literacy training from funds received under Title I, Title III, and Title V when the district has exhausted all other reasonably available sources of funding for family literacy training.

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

The Alexander City School district may pay reasonable and necessary expenses associated with local parent involvement activities including transportation and childcare costs to enable parents to participate in important school-related meetings and training sessions.

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

The Alexander City schools district will train families to facilitate the engagement of other parents. All schools will recognize families as assets and strengthen relationships with families and share data, learning frameworks, and best practices with families to reinforce high expectations for program school quality and success.

Parents and families will be included in the initial development of engagement training for school personnel and train parents to enhance the engagement of other parents.

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

The Alexander City School district will encourage schools to arrange school meetings at various times, provide transportation if necessary, or provide in-home conferences between teachers and or educators who work directly with participating children whose parents are unable to attend conferences at school.

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

The Alexander City school district has implemented the following to improve parent and family engagement. Each school's family engagement plan includes quarterly family nights called Academic Parent Teacher Teams (academic parent-teacher teams). These events will encompass activities with characteristics outlined in the dual capacity framework for family-school partnerships. Family and community engagement activities will address the following five process conditions:

1. **Linked to Learning:** intentional activities that help families learn about what their child is supposed to know and be able to do in a content area.
2. **Relational:** intentional activities that help to build a positive relationship between school, staff, and families.
3. **Developmental:** intentional activities that help to build family capacity to support their child learning at home.

4. Collective/ Collaborative: intentional activities that help families build positive relationships with other families.
5. Interactive: intentional activities that allow families to practice and receive feedback on activities we want them to do at home with their child.

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

The Alexander City schools will establish a parent advisory council of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy. Parents and families will be invited to serve on the LEA Title I Advisory Board and provide suggestions for annual revisions of the LEA Family Engagement Plan

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

Schools, parents, and the community should work together. Alexander City Schools partners with several community stakeholders to promote the health, well-being, and learning of all students. When schools actively engage parents and community resources, they are able to respond more effectively to the needs of the students. A few of the community stakeholders that partner with ACS to provide services to the children of Alexander City include, but are not limited to:

- The Alexander City Schools Foundation
- DARE
- United Way
- Children's Policy Council
- Alexander City Chamber of Commerce
- Kiwanis Club of Alexander City
- American Red Cross
- Tri-county Children's Advocacy Center

Sec. 1116(f)

U. 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.

The Alexander City School district will build the schools and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, ensuring regular two-way meaningful communication between family members and school staff and to the extent practicable in a language that the family members can understand through the following activities specifically described below:

- Notices of parent activities will be sent home by students, posted on school websites, communicated through Black Board messaging or email or phone cast, posted via social media and announced on service prior to the event scheduled at the schools.

- All websites within the district have the capability to translate the web content to the parents' preferred language.

- All schools will provide a schedule or calendar of events at the beginning of the year for specific family and parent engagement opportunities. Additionally, all family engagement activities will be posted on each school's website, included in parents' newsletters, posted on social media, and communicated through other means to the parent.

- To the extent practicable, all notices will be provided in a language that parents can understand using Transact or other translation services.

The district has employed the services of CTS language link's telephone translation services as an additional measure to bridge the language barrier for parents.
The district communicates with parents via social media including Twitter and Facebook and Google Calendar.

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

- Family and community Engagement meetings held at each Title I school.
- The agendas and sign-in sheets from each meeting.
- Surveys administered by the district Family and Community Engagement Facilitator.

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

PLAN APPROVED BY (Person or Entity)

DATE OF APPROVAL

Parents Right-to-Know Required Information

(1) INFORMATION FOR PARENTS

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

(i) Whether the student's teacher-

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

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

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

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

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

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

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

Assurances

LEA Consolidated Plan Assurances

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

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part

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