

LEA Consolidated Plan

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

A local educational agency may receive a sub grant 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.

The students served by our system are racially, economically, and educationally diverse. The racial makeup of our schools is reflective of that. The native language for the significant majority English learners (ELs) is Spanish, but we also have a rapidly increasing Korean population. All five schools qualify for Title I funding; however, we have chosen to concentrate the supplemental funding at the elementary level.

Annual performance goals have been developed for the district. These goals focus on student areas such as academic achievement, attendance, and behavior, as well as teacher areas of attendance and professional development. School and district staff collaborate for continuous improvement through a framework consisting of school focus groups in seven broad areas: 1) Curriculum and Instruction; 2) Standards & Assessment; 3) Professional Development; 4) Technology; 5) Parent and Family Engagement ; 6) School Organization, Finance, and Facilities; and 7) School Services and Programs. All teachers are involved in a minimum of one Focus Committee within their school. Chairpersons for each group serve on the school's Focus Team. Chairpersons also serve on the District Focus Teams for each of the seven areas.

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.

Curriculum guides are used by teachers to keep instruction focused and on track throughout the year. All pacing charts are aligned with state college and career readiness standards. Teachers throughout the district meet frequently to discuss instructional strategies, share ideas, and discuss student needs. As part of our ongoing professional development, teachers

engage in such activities as monthly faculty and departmental meetings, weekly grade level meetings, daily shared teaching experiences, Problem Solving Team meetings, department head meetings, walk-throughs, and collaborative team meetings.

Progress monitoring and assessments are administered and used to guide instruction. Assessment results from Dynamic Indicators of Basic Early Literacy (DIBELS), ACT Aspire, STAR, local benchmark assessments, end-of-course assessments, and Scantron Performance Series are analyzed to guide and inform instruction. Qualified personnel provide students that need assistance with appropriate intervention services. Early morning and/or afternoon tutorial classes are available to students in need of remediation or additional practice. Students' needs are determined by assessment data and teacher recommendations. Students struggling in either academic or behavioral areas are brought before each school's Problem Solving Team, where recommendations for accommodations are made to address the student's individual needs and deficiencies. Our K-8 schools employ the service of full-time reading/instructional coaches, who work closely with teachers to provide needed training, mentoring, collaborating, modeling, observing, and provide intervention strategies.

The elementary schools also employ full-time intervention teachers, who work with individuals and small groups to address student deficiencies. Counselors are available at all schools to counsel individually with students having academic, personal, and private issues. Students in our schools receive numerous opportunities and experiences beyond the classroom through extracurricular opportunities.

School.

Students in grades K-12 are provided opportunities to participate in the fine arts. Music and visual arts are offered to students in grades K-12. Students in grades 7-12 have opportunities to participate in drama, visual arts, band, and chorus. Extensive opportunities are available to students (K-12) to participate in clubs. We also offer opportunities for students in grades 3-12 to participate in robotics competitions. These excellent opportunities 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.

The Alexander City Schools applied for and was awarded a 21st Century Community Learning grant. This federally funded competitive grant is designed to provide after-school programs for both elementary and secondary school students. Our program, After the Bell (ATB), strives to make a difference in children's lives by improving their academic achievement; providing academic, artistic, cultural, and physical fitness enrichment opportunities; increasing their personal and social responsibility and increasing their attendance in school.

Good mental health is critical to children's success in school and life. Research demonstrates that students who receive social-emotional and mental health support achieve better academically. School-based mental health services are provided for students meeting the criteria that demonstrates their need for such services.

The Alexander City Schools has developed and implemented the WILDCAT FOCUS in our effort to develop the whole child. The components of the program consist of the following:

- Whole Child – Whole Staff
- Identifying Future Academic Possibilities
- Learning Opportunities Beyond the Norm
- Data Driven decision making
- Competitive Academic Opportunities
- Academic Recognition for Students & Staff
- Technology Integration
- Family and Community Engagement
- Optimize Academics Through the Arts
- Career, Technical and STEM Opportunities
- Understand and Address Gaps and Poverty
- Student Engagement with Community

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. Based upon a review of data instructional plans are developed for students demonstrating a need for interventions. All decisions concerning intervention, curriculum sequencing, and the proper grouping of students are driven by student data. Progress monitoring is done consistently and allows for proper intervention and placement of students throughout the school year.

Teachers and administrators in each of our schools routinely use data from student assessment to monitor and adjust our curriculum. We currently use data provided by DIBELS, STAR, Scantron Performance Series, local benchmark assessments, and state-mandated assessments to monitor student performance and determine their academic strengths and weaknesses. Our continuous monitoring of the standards and student work allows us to align instruction both vertically and horizontally. In addition, our schools use the Response to Intervention process within Problem Solving Teams as a means to meet the individual needs of our students who need additional help both academically and behaviorally.

Our system is currently using Scantron Analytics, a data management system to help teachers review multiple assessment data sources for each student. We have created pre and post benchmarks aligned with our curriculum guides and the rigorous college and career readiness standards to be able to determine the extent to which each student meets the objectives each grading period. In order to assess knowledge we pretest to gain a baseline of what our students know prior to instruction and then posttest to assess knowledge and skills after instruction occurs. The purpose of this practice is to quantify the knowledge attained in class from a group of students with diverse learning styles and educational backgrounds. The data is used to target students requiring either extra help in achieving the standards or enrichment to go beyond them. This helps us to identify teaching and learning methods that need to be modified or developed.

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 added 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-8 to provide professional training and a Technology Specialist to for technical support equipping teachers with the essential skills to prepare students to meet challenging academic standards. Title I and Title II funds provide more teachers to lower student teacher ratios and promote understanding of statewide objectives by at-risk students. These 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.

All principals, the Director of Federal Programs, school counselors, and members of each faculty are responsible for checking and revising the school-wide program (ACIP). Our schools work with the Boys and Girls Club and After the Bell to provide after-school remediation services and homework help for students. In addition, the Alexander City Housing Authority also provides after-school programs for children living in federal housing. Communication among directors of these organizations and the school system is ongoing. Students in grades K-8 are eligible to take advantage of the After the Bell program located at William L. Radney Elementary, Jim Pearson Elementary, and Stephens Elementary.

The After the Bell after-school program strives to make a difference in children's lives and improve their academic achievement by providing academic, artistic, cultural, physical fitness and wellness enrichment opportunities; increasing their personal and social responsibility and improving their attendance in school. ATB has developed several partnerships in the community providing in kind services. Some of these include Russell Medical Center, Pediatric Associates, Tallapoosa County Farmers Federation, Tallapoosa County Extension Agency, PATH, and C.A.C.C. Many families have come to depend on this program to provide successful after-school care for their children while focusing on academics.

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. Through the use of Scantron Analytics, a data management system, teachers and administrators can drill down data in order to identify those students who are at risk academically, behaviorally, and with attendance. 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 plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Strategic teaching is emphasized and students are encouraged to talk, write, investigate, read, and listen in each lesson. During planning, teachers work within grade levels to develop instructional strategies to meet the personalized needs of all students. Teachers create formative assessments and assess on an on-going basis to modify instruction. As a system we emphasize the application of knowledge and skills across content and other disciplines.

Within our interventions and enrichment, our teachers make the effort to incorporate the use of content and strategies from various disciplines when appropriate. Administrators, instructional coaches, and teachers monitor instructional practice across the system through classroom walk-throughs, peer observations, instructional rounds, and reciprocal teaching. Reflective conversations following these activities have proven most beneficial.

System and school leaders are committed to continual improvement of instructional practices. Targeted professional development is planned to help teachers improve. Lesson plans are monitored weekly. Walk-throughs are conducted to ensure that small-group instruction, daily lessons, student engagement, and active literacy strategies are effective and consistent. The principal works closely with the assistant principal(s) and the instructional coach to identify and address areas of need within the curriculum.

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. Teachers take an active role in collecting, managing, and analyzing student data. Teachers use the data gathered to identify areas of need, strength, and growth. They review the data, identify, and address the strengths and weaknesses of the students and the instructional program.

Beginning in the 2016-2017 school year all local education agencies (LEAs) were required to have a mentoring program in place that meets ATM guidelines. Mentors were be provided to each new teacher within the district. Each year our new teachers are oriented to the system prior to school starting. They are given an overview of all important information and support services that our system has to offer. The new teachers all participate in our Pioneer Program. Regularly scheduled meetings are held to support all teachers who are in their first three years of employment. These meetings are designed to make teachers aware of the purpose and direction of our school system as outlined in the strategic plan as well as give them guidance in formative assessment, classroom management, effective questioning, strategic teaching, etc. They have input after the first meeting to guide the instructional coaches in meeting their needs. Each new teacher is assigned a mentor teacher in their building and instructional coaches are employed in grades K-8 to meet the needs of all teachers.

Peer observations are used throughout the system. This is an opportunity for teachers to observe instruction as a form of collaborative professional development. This kind of observation can yield its greatest benefits when used as a means of sharing instructional techniques and ideologies between and among teachers. We have plans to incorporate more of this in the future.

WILDCAT FOCUS

Whole Child - Whole Staff

The district has developed a comprehensive fitness and wellness plan for both students and staff, provided a wellness coordinator for each school, developed school plans and activities focused on both students and staff, will work to provide teacher discounts at wellness centers and other special opportunities, provide an ongoing calendar for staff fitness opportunities and activities, will provide teacher mentoring, coaching, and induction program will provide a mentor Plan for at-risk students – REACH – grades 5-8, and will provide a long-term advisement plan at the secondary level

Identify Future Academic Possibilities

The district has developed a group to study possibilities for future academic initiatives, programs, curriculums, etc.

Learning Opportunities Beyond the Norm

The district will expand Advanced Student Opportunities created and reviewed quarterly, provide gifted opportunities and teachers, will promote Virtual options – courses, fieldtrips, etc.; Coding; Reading clubs, programs, etc.; Writing opportunities – contest, school-published work; Expanding AP opportunities; Foreign language opportunities; Elementary engineering projects; Art integration; Expanded interdisciplinary projects; Etc., will provide engaging students through dynamic lessons, tap into students' interests and talents, allow students to study and solve real-world problems, integrate project-based learning, provide opportunities for students to regularly be creative, communicate, collaborate, use critical thinking skills, and problem solve, provide differentiation and/or student choices, and facilitate student use of technology

Data Driven

The district will strive to consistently meet and exceed goals of state-mandated testing program and use Scantron Analytics more effectively

Competitive Academic Opportunities

The district has developed competitive academic teams and/or opportunities at each level and students have opportunities to compete in Math, Scholars Bowl, Technology, Debate, In-School Competitions, School Challenges, Science Fair, etc.

Academic Recognition for Students & Staff

The district has developed Academic Booster Clubs for each school – Involved in supporting academic interests and recognition of students and staffs – awards, programs, t-shirts, etc.; Involved in supporting competitive academic teams/activities; School Sponsor, Dedicated space on websites – Running news and quarterly reports, promotes teacher recognition for completion of training, degrees, etc. and for leadership of student opportunities

Technology Integration

The district encourages schools the development of media programs and ongoing training and professional learning communities

Family and Community Engagement

The district has developed a system-wide Parent & Community Engagement Plan and will develop connections with local industry & colleges

Optimize Academics Through the Arts

The K-12 Comprehensive Fine Arts Program includes music (K-6), visual arts (K-12), band (7-12), chorus (7-12), and drama (5-12).

Career, Technical, and STEM Opportunities

Students in our district have been afforded opportunities in STEM. At SES (3-4), students have participated in Lego Robotics activities at school, and representative teams have competed in local competitions. RES (5-6) offers STEM opportunities that integrate basic programming using the Scribbler robot in the 5th grade, and 6th graders are provided opportunities using Lego Robotics. RES also sponsors multiple competitive teams that compete on the local and state level.

Our school system has formed partnerships with the local community college (C.A.C.C.) and business/industry to ensure we are preparing our students to be college and career ready and to meet the needs of local business/industry.

Understand and Address Gaps and Poverty

Our district has developed a district-wide focus on closing the achievement gap among students experiencing poverty by providing professional training equipping teachers with explicit strategies to address the issues faced by these children.

Student Engagement with Community

Wildcat Community Service Challenge- This challenge was issued toward all students in grades 7-12. The purpose of the Wildcat Community Service Challenge is multi-fold. First, we hope to instill in our students a sense of service that will assist in their personal and academic development. Such activities provide students with experiential opportunities to learn in the real world and to develop skills of citizenship and community engagement. Second, we hope to foster school system engagement with the larger community that furthers the academic and public purposes of the school system, while simultaneously strengthening our community. And third, student-based community service affords community partners with opportunities to address significant needs.

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 have 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 core instructors in Alexander City Schools are highly qualified for the subject they are assigned to teach with the exception of two teachers one teacher assigned to teach art and one teaching drama at Alexander City Middle School and Benjamin Russell High School, both non-title schools. All teachers in Title I school-wide schools part meet applicable state certification and licensure requirements of the State of Alabama.

The district has chosen to address poverty and the achievement gap for students experiencing poverty based upon the criteria below:

Equity Analysis/ Gap Factors

1. Gender
2. Race
3. Gender/Race
4. Poverty/Non-Poverty
5. SPED/Regular Ed.
6. EL/Regular Ed.
- 7.

Data Disaggregated

1. ACT ASPIRE (3-8)
2. ACT – Grade 11
3. DIBELS
4. Graduation Rate
5. Attendance
6. Discipline

Attendance – Percentage

School	Poverty			Non-Poverty			Gap		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
BRHS	91	93	92	95	95	95	4	2	3
ACMS	93	94	93	95	95	95	2	1	2
WLRS	95	95	94	96	96	95	1	1	1
SES	96	95	94	96	95	95	0	0	1
JPES	94	94	94	95	95	95	1	1	1

Discipline – Number of Incidents

School	Poverty			Non-Poverty			Gap		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
BRHS	536	302	249	206	118	105	330	184	144
ACMS	235	329	414	91	63	109	144	266	305
WLRS	224	255	374	32	43	43	192	212	331
SES	237	259	245	21	30	15	216	229	230
JPES	237	198	232	19	7	15	218	191	217

Grad Rate – 4 Year Cohort 2015

Poverty – 85%

Non-Poverty -95%

Gap – 10%

ACT Aspire – Grades 3-8 and 10- Reading

	2014 Poverty	Non- Poverty	GAP	2015 Poverty	Non- Poverty	GAP	2016 Poverty	Non- Poverty	GAP
3	22.44	47.76	25.32	23.87	38.46	14.59	22	52	30
4	24.09	54.95	30.86	22.76	52.31	29.55	26	43.3	20.3
5	17.1	40.3	23.2	13.57	36.56	22.99	24.3	46.4	22.1
6	42.5	60	17.5	23.37	53.85	28.48	26.5	52.8	26.3
7	24.5	40	15.5	30.18	50.97	20.79	13.2	47.6	34.4
8	28.4	42.5	14.1	32.36	63.92	31.56	27.4	58.3	30.9
10							21.7	43.8	22.1

ACT Aspire -3-8 and 10 – Mathematics

	2014 Poverty	Non- Poverty	GAP	2015 Poverty	Non- Poverty	GAP	2016 Poverty	Non- Poverty	GAP
3	41.03	67.17	26.14	45.8	61.54	15.74	31.6	66.7	25.7
4	30.66	50.55	19.89	37.67	53.03	15.36	37	62.7	25.7
5	35	63.5	28.5	20.72	58.07	37.35	37.1	81.2	44.1
6	41.6	75	33.4	49.25	69.23	19.98	46	58.6	12.6
7	23.3	50.8	27.3	28.79	58.65	29.6	26.1	63.1	37
8	17.6	47.1	29.5	24.27	53.61	29.34	20	46.3	26.3
10							11.3	31.6	20.3

ACT Aspire -3-8 and 10 – English

	2014 Poverty	Non- Poverty	GAP	2015 Poverty	Non- Poverty	GAP	2016 Poverty	Non- Poverty	GAP
3	69.1	87.7	18.6	71.1	82.8	11.7	56.8	84	27.2
4	64.2	87.2	23	66.5	85.7	19.25	67.7	88	20.3
5	47	80.5	33.5	59.2	80.7	21.5	70.4	84	13.6
6	60.4	80	19.6	59.5	87.8	28.3	63.8	82.1	18.3
7	60	84.7	24.7	72.3	87.5	15.2	68.2	87	18.8
8	58.1	73.5	15.4	33.3	60	26.7	56.8	78.7	21.9
10							47.8	73.7	26

ACT Aspire -3-8 and 10 – Science

	2014 Poverty	Non- Poverty	GAP	2015 Poverty	Non- Poverty	GAP	2016 Poverty	Non- Poverty	GAP
3	22.6	52.3	29.7	20.39	36	15.61	19.6	45.4	25.8
4	17.1	48.9	31.8	24.83	48.44	23.61	28.4	53.8	25.4
5	18	43.9	25.9	15	52.68	37.68	19.7	50.7	31
6	34	55	21	25.38	64.1	38.72	24.8	49	24.2
7	21.1	40	18.9	26.72	50.96	24.24	16.8	56	39.2
8	23	47.1	24.1	15.44	37.14	22.7	21.1	52.8	31.7
10							11.3	33.4	22.1

The district also analyzed data concerning the achievement gap between black and white males in grades 3-8 and 11th. The average difference per subject is as follows:

English – 23.64

Mathematics – 26.41

Reading – 18.17

Science – 25.59

Writing 4.

Strategies to Address Gaps:

The district has developed a Task Force that will provide training for all certified staff during the course of the 2017-18 school year. Activities will be monitored by administrators. The gap between students from poverty and non-poverty will be monitored using Renaissance STAR, STAR 360 and Performance Series. The training will include the following topics:

- Data/Effects of Poverty on Students
- Stress and Tools to Address Poverty/Stress
- Relationships
- Growth Mindset
- Quality Feedback/Stress Refresher
- Cultural Responsiveness
- Personal Change Mindset
- Reflection and Celebration

Teachers will be expected to present data on their students to administrators. Data on poverty and non-poverty students will be included in the presentation and will be done quarterly.

REACH Student Advisory Initiative

The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one consistent adult who facilitates weekly/monthly lessons and serves as an advocate for their students.

6. Sec. 1112 (b) (3)

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

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 35% rule, 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 – non-title (7 th -8 th)	55.20%	239/433
Benjamin Russell High – non-title (9 th -12 th)	44.62%	398/892
William L. Radney Elementary - School-wide Title I (5 th -6 th)	62.62%	263/420
Nathaniel H. Stephens Elementary School – School-wide Title I (3 rd -4 th)	65.31%	320/490
Jim Pearson Elementary - School-wide Title I (K-2 nd)	53.54%	401/749

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 used by the entire school community and is tailored to its unique needs. (ESSA, 2015)

The Alexander City Schools decided to concentrate Title I funds in grades kindergarten through six to lower class sizes and provide supplemental materials to build a stronger academic foundation. All of our elementary schools in the district operate under the school-wide program. All students in grades kindergarten through six benefit from the federal funds allotted to the school. These funds supplement the regularly funded program based on the percentage of free and reduced students. An annual needs assessment is completed annually at each location to identify the specific needs of the school. Based on this needs assessment, a committee created by the principal is responsible for developing the Alabama Continuous Improvement Plan (ACIP) for the school. The plan describes goals, strategies, and action steps needed to carry out the goals and benchmarks used as signs of success. The ACIP committee decides what the school needs and how Title I funds will supplement the instructional program. The main focus is to identify students who are academically and behaviorally at-risk and address their issues before they advance to the upper grades. We believe that elementary schools with smaller classes and more qualified staff trained in intervention techniques can identify and address learning problems early helping students to overcome those issues quickly.

Private schools receive notice by registered letter before the first budget planning meeting. The letter details the guidelines for private school participation in the Alexander City Schools Title I program.

Administrators of the private schools are asked indicate their preference in regard to their schools to participation in Title I and other federally funded programs. Should private schools elect to share in these programs, they must provide the names and addresses of students in need of services. Through timely consultation, the Alexander City Schools will work with private schools to identify eligible students and develop, carry out, assess, and review equitable programming.

The Alexander City Schools will be responsible for contracts and will keep administrative control over Title I and other federal funds granted for services provided to private school students including materials and equipment. Those schools that choose not to take part will continue to receive an annual notice ensuring that they have the opportunity to participate. Private schools have the opportunity to take part in consultation with the Alexander City Schools. Should any private school within our jurisdiction feel they have not had this opportunity, they may contact the Director of Federal Programs for the Alexander City Schools at (256) 234-8675. If unresolved locally, the private school may file a complaint with the Alabama State Department of Education at (334) 242-8199.

Private schools located within the borders of the district have elected not to participate at this time.

Neglected and Delinquent

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.).

The Alexander City Schools has no children currently identified as migratory or formerly migratory, within the LEA. All new enrollees must complete an Alabama Department of Education Employment survey before entering. Migratory children must take assessments the same as all new students entering the district to ensure that they are provided with suitable educational services. Placement of migrant students in a general education classroom allows them to benefit from the district's core instructional program. All schools deliver instruction using college and career ready standards-based lessons with instruction based on content and language standards designed to promote success for all students. Instructional coaches and building administrators oversee active engagement and assessment for all students.

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

This plan describes transition strategies to assist students in moving from one school or grade to another. An annual parent meeting is held prior to the start of school. Parents and students meet the teachers and may purchase supplies at this time. Teachers provide opportunities for parents to ask questions and children tour schools to become acquainted with new surroundings.

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.

Alexander City Schools provides a Jump Start (summer remediation) program for the children entering kindergarten, who have never been to day care or who lack the skills to experience immediate success. Jump Start offers routines and procedures for successful movement into and through the educational environment.

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.

HIPPY is a two to three year home-based instructional program for three, four, and five year-old children. The focus of the program is to empower parents to be their child's first teacher. HIPPY promotes school readiness and maximizes the chances of a successful early school experience. HIPPY books, weekly activity packs and materials are provided at no cost to families involved.

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 four Pre-K units provided by grants and will serve 72 students selected by lottery for the 2017-2018 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.

N/A –All Title I schools in the Alexander City Schools district are school-wide.

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 Algebra I will receive 1.0 credits. Students passing Career Prep A will receive .50 credits. Students passing an ACCESS foreign language course will receive 1.0 credits.

Additional transition activities include:

- Attending Project-Based Learning days at BRHS.
- Touring the Career Tech Department.
- Wildcat Showcase – ACMS students visit BRHS to view Presentations in which students showcase their 21st century skills of communication, collaboration, creativity, critical thinking, computer & tech savvy, and leadership skills.
- 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

All students entering the 9th grade are required to complete one online/technology enhanced course prior to graduation. Special education students shall be allowed exceptions through IEPs. Twenty-eight (28) units are required for graduation. Students pursuing the Alabama High School Diploma with Honors may take courses in mathematics and/or foreign language in the eighth (8th) grade

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. The Advanced Diploma curriculum offers exciting options for students who want the most challenging courses available. 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.

The Benjamin Russell High School Credit Recovery Program is based on the Alabama Credit Recovery guidelines. This program will target students with academic and/or attendance deficits. Students who do not meet the requirements outlined in the Credit Recovery Plan will be required to repeat the course in its entirety during summer school or the next school year. For more information on the Credit Recovery Program, contact your school counselor at Benjamin Russell High School (BRHS).

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

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.

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.

REACH Student Advisory Initiative

The Alexander City School will implement the REACH Student Advisory Initiative for students in grades 5-12 during the 2017-18 school year. "The REACH program provides evidence-based best practices, planning, and implementation tools, standards and lesson plans to assist schools overcoming barriers to successfully implementing an effective advisory model for all students". The REACH Student advisement program provides middle and high school students with skills and knowledge needed for success in school and beyond.

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.

NA- Career Tech is not available in Title I schools. The Alexander City Schools decided to concentrate Title I funds in grades kindergarten through six to lower class sizes and provide supplemental materials to build a stronger academic foundation.

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.

NA- Career Tech is not available in Title I Schools. The Alexander City Schools decided to concentrate Title I funds in grades kindergarten through six to lower class sizes and provide supplemental materials to build a stronger academic foundation.

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. Students in grades K-2

are served by means of collaboration between the gifted teacher and general education teacher(s). Students in grades 3-6 are served via a pullout program. This program is 3 hours one day per week. In grades 7-12, students are served through advanced classes, AP classes and dual enrollment at the local community college. Services are only provided to students enrolled in the Alexander City School System; students attending private schools are not eligible for services. Amy Ward, Director of Special Services, may be contacted at the Alexander City Board of Education Office at (256) 234-8672 for information or referrals.

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 opportunities 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 Alexander City School 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. Since the library media program is an integral part of the total school program, the school's philosophy and goals help establish direction for library media services. Programs may vary somewhat based on different school characteristics; however, some functions will be common in all schools. Those functions include:

1. Equal access to information in the school collection
2. Provision of supplementary materials to enhance the school curriculum.
3. Integration of information skills instruction with classroom activities.
4. Assistance to teachers in using a variety of media formats to improve instruction.
5. Motivation for students to enjoy good literature and other worthwhile resources.
6. Access to the use of current technologies to improve instructional effectiveness.

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.

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 annual revision of the LEA Parental Involvement Plan. Parents will also be invited to serve on each TI school's improvement planning committee assisting in the development of the Continuous Improvement Plan (ACIP) for that school. The Alexander City School District will regularly conduct district parent advisory board meetings to develop and/or review the LEA Parental Involvement Plan.

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 the capacity of all participating schools within the local educational agency in planning and implementing effective parent & family engagement activities to improve student academic achievement and school performance by involving. Parents and families will be asked to participate in the development of each school's ACIP.

The LEA will conduct district The Parent advisory Board meetings to develop or review the LEA Parental 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 that have a track record of improving family engagement or engaging in any other activity that the district believes appropriate in 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.

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 depends 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.

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. In the spring of each year the LEA will conduct parent surveys analyzing the results for use in revising the parent engagement plan at each TI school. The results of surveys will be used during consultations with the LEA Advisory Board for the purpose of revising the LEA plan. The district will implement the use of an online parent engagement platform called Living Tree. Living Tree enables a new era of engagement for teachers to collaborate with students and connect with parents to converse, listen and coordinate in the context of their children's education in a single, robust coordination and collaboration tool. The translation tool in Living Tree will enable the parents of ELs who do not speak English to have effective two-way communication with teachers and administrators.

(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 and a report card to inform them of their child's current progress. The parents of students referred to the Problem Solving Team are sent STAR 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. Teachers make frequent phone calls, communicate through emails and meet face to face with parents when the need arises. All certified staff have been trained and will continue to receive additional training on the Dual Capacity Building Framework for Family-School Partnerships to design and implement family engagement strategies for families that are:

- **Linked to Learning-** Activities that help families learn about what their child is supposed to know and be able to do in a content area
- **Relational-** Activities that help build positive home/school relationships
- **Developmental-** Activities that help build capacity among families to support learning at home
- **Collective/Collaborative-** Activities that help families build positive relationships with other families
- **Interactive-** Activities that allow families to practice and receive feedback on activities to do at home

(iii) Strategies to support successful school and family interactions

The district will 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 TI school will help parents to understand how the school plans to spend its portion of parent engagement funds.
- Each school will hold family literacy nights to provide parents with strategies to support student learning at home.
- The parent and family engagement team at each school will meet quarterly to ensure school success by informing and empowering parents to support their child'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 schools will provide opportunities for regular meetings 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 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 more and earn more credits, adapt better to school and attend more regularly. The Alexander City Schools recognize that student success and school quality depends on engaged families. As a result the district will use the findings from the annual parent survey to provide opportunities to give families regular communication about their children's activities and progress in their preferred language and way of communication, recognize families as assets in strengthening relationships with other families, conduct family literacy events that embrace the Dual Capacity Framework strategies, share data, learning frameworks, and best practices with families to reinforce high expectations for program/school quality and success

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 a parent leader, and attend and put in to practice school and program training focused on how to support their child's progress.

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 schools' and parent 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.

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 in understanding state academic content standards, state student college and career readiness standards, state and local assessments including alternate assessments, requirements of Title I, Part A, how to monitor their child's progress and how to work with teachers and other educators

- 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 one percent set aside. Each TI 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 parent literacy 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 will receive training on the implementation of the Dual Capacity Building Framework for Family-School Partnerships to design and implement family engagement strategies for families that are:

- Linked to Learning- Activities that help families learn about what their child is supposed to know and be able to do in a content area.
- Relational- Activities that help build positive home/school relationships
- Developmental- Activities that help build capacity among families to support learning at home
- Collective/Collaborative- Activities that help families build positive relationships with other families
- Interactive- Activities that allow families to practice and receive feedback on activities to do at home
- Each TI school will notify parents of the date and time of its Annual Title I Meeting and invite parents and families to attend.
- At the annual meeting schools will provide information concerning the school's participation in the Title I program and the rights of parents under the Every Student Succeeds Act of 2015
- Each Title I school will conduct parent meetings throughout the year at flexible times to accommodate parent schedules

- Video of parent meetings will be posted on Living Tree to facilitate the inclusion of parents who were unable to attend

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 provides transition activities for children attending our K-2 school, Jim Pearson Elementary, from Head Start, Daycare centers or other Pre-K programs. Preschools programs are afforded access to a series of workshops that are provided to them based upon the identified needs to 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 school and life. The program is designed specifically for those parents who would like to be more confident Jim Pearson Elementary School partners with local preschool programs. Prior to enrollment the children are given a pre-assessment.

- Jim Pearson Elementary School will coordinate and meet with HIPPY 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 the Jump Start Program, a summer remediation program provided by the district to The program targets students entering kindergarten and those in need of remediation as they enter first and second grade. The program focus is to improve achievement by providing experiences that will positively impact student learning. Students attending Jump Start will experience a smooth transition from home or daycare to the daily routine of school. Students will have early exposure to the school building, expected routines and school staff. In addition, it is expected that the students will demonstrate continuous positive growth on STAR Early Literacy progress monitoring in grades K-1.

- Jump Start will be offered as a summer transition opportunity to children transitioning from Head Start and Daycare to Jim Pearson Elementary School.

The district also provides access to First Class: Alabama's 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 four Pre-K units provided by grants serving 72 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 parent 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 prior notice of school activities sent home by students, posted on school websites, and announced using School Cast (an automated phone service). All websites have language translation capabilities
- A schedule of events will be posted on each school website, the district website, Living Tree and included in parent newsletters
- To the extent practicable, all notices will be provided in a language that parents can understand using Transact or other translation services
- The LEA will maintain a parent involvement website for both English Speaking and EL families (<http://www.alexcityschool.net>) as well as Twitter, Living Tree, and Facebook to keep parents informed
- Google Calendar is available on the district and school websites to inform parents and community members of dates, times and locations of all school sponsored activities
- Parents are invited to download the ACS an Living Tree apps to their computers or smart phones enabling them instant access to the above mentioned information

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
- Invite parents to participate with district and school committees (TI Advisory, EL Advisory, School ACIP)
- Develop appropriate roles in parental engagement activities for businesses, community organizations 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 focus team participation, ACIP, and the planning of other parental 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 Schools will provide necessary literacy training from funds received under Title I if 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 Schools may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care 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 School District will train families to facilitate the engagement of other parents. All schools will recognize families as assets in strengthening 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 as necessary, or provide in-home conferences between teachers or other 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. These events will encompass activities with characteristics outlined in the Dual Capacity Framework for Family-School Partnerships.

Dual Capacity Framework for Family –School Partnerships:

Family and community engagement activities will address the 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 build a positive relationship between school staff and families.
3. **Developmental:** Intentional activities that help build family capacity to support their child's 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.

The district will also use Living Tree an online platform used to communicate with parents in their own language and sharing information. We will use Living Tree to post video of parent engagement activities enabling parent who were not able to attend the event the opportunity to benefit from the training presented at an earlier time. Prior to going live with Living Tree, each parent will receive a letter explaining the purpose of the platform, how it will be utilized and accessed.

We will also notify parents using School cast, Twitter, Facebook, Instagram, Alexander City Schools App, Google Calendar, School websites, District websites etc.

S. Describe how the LEA may establish a district-wide 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 board comprised 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 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 Council and provide suggestions for annual revisions of the LEA Parental Involvement 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. The Alexander City Schools partner with several community stakeholders to promote the health, well-being, and learning of all students. When schools actively involve parents and engage community resources they are able to respond more effectively to the needs of all students. Community stakeholders that partner with us to provide services to the children of Alexander City are as follows:

- The Alexander City Schools Foundation
- DARE
- Russell Hospital
- Adelia Russell Public Library
- United Way
- Children's Policy Council
- Boy's and Girl's Club
- Social Services
- Alexander City Chamber of Commerce
- Kiwanis Club of Alexander City
- The Alexander City Police Department
- Tallapoosa County Commission
- American Red Cross
- Tri- County Children's Advocacy Center
- Lake Martin Humane Shelter
- The Nan Coley Center

Sec. 1116 (f)

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

The 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, involved, 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, and announced on School Cast (an automated phone service) prior to events scheduled at the schools.
- All websites within the district have the capability to translate the web content to the parent's preferred language.
- A schedule of events to be held will be posted on each school website and included in parent newsletters.

- The LEA will maintain a parent involvement website accessible from the district and school sites. The parent website includes parent newsletters in multiple language formats.
- 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 Links telephone translation services as an additional measure to bridge the language barrier for parents.
- The Living Tree provides the capacity for parents to communicate with teachers via text, email and one way phone messages translated into the parent's preferred language.
- The district shares with parents via twitter, Facebook, google calendar, and the district's mobile app.

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 Marie McCall – Director of Federal
And Alternative Programs for the Alexander City Schools

The school district will distribute this policy to all parents of participating Title I, Part A children on or before
September 30, 2017.

PLAN APPROVED BY (*Person or Entity*)

DATE OF APPROVAL

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION



ALEXANDER CITY SCHOOLS

375 LEE STREET • ALEXANDER CITY, ALABAMA 35010 • 256-234-5074

Parents Right-To-Know Plan

Sec. 1112(c)(6), each local educational agency (LEA) supported with Title I funds will ensure that all teachers and als working in a program supported under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Under ESSA, SEd. 1112(e) (1) (A). at the beginning of each school year, each LEA supported with Title I funds shall notify parents that **they may request**, and the LEA will provide on request and in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including:

A. Whether the student's teacher:

- has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived
- the baccalaureate degree, major of the teacher, and any other graduate certification or degree held by the teacher and the field of discipline or degree
- whether the child is provided services by paraprofessionals and, if so, their qualifications including state requirements:

B. ESSA, Sec. 112(e) (1) (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:

- 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.
- Timely notice that the student has been assigned or has been 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.

C. The notice and information provided to parents under this paragraph shall be in an understandable and uniform format to the extent practicable, provided in a language that the parents can understand.

If a parent is interested in requesting information regarding their child's teacher(s) qualifications, they may contact Gail Brasell, Human Resources and Benefits Coordinator. The information may be requested via telephone or by letter. The information will be provided to the parent within ten working days after receiving the request. The information will be mailed to the student's home address.

This plan will be reviewed and revised, if necessary, each year.
This plan is effective beginning August 1, 2017

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))