



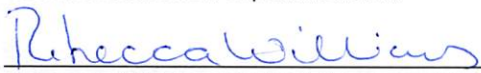
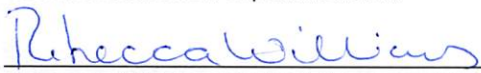


Pike Road City Schools
2020-2021 LEA Consolidated Plan

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This LEA Consolidated Plan has been developed in accordance with Section 1112 (20 U.S.C. 6312) of the Elementary and Secondary Education Act. As documented through communication materials, agendas, minutes/notes of meetings and sign-in sheets, the plan:

- Has been 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;
- 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; and
- Has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

PLAN APPROVED BY:	
	
Charles Ledbetter, Superintendent	9/29/2020 Date of Approval
	
Rebecca Williams, Federal Programs Coordinator	9/29/2020 Date of Approval

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.

Pike Road Schools has a comprehensive program for student support at all three of our school sites. Academic achievement and student progress are monitored regularly through the use of the GlobalScholar Scantron assessment in math and reading. Data for the ACT Aspire are available and are used to develop the Title I and intervention programs.

The general academic program provides differentiated instruction in every classroom through problem and project-based learning. Projects are standards-based, and assessment determines mastery towards standards. This data can provide specific information on where learners need support and where they need further challenge. Teachers frequently assess learners daily, weekly, and monthly to target instruction toward their specific needs. Pike Road staff collaborates regularly to meet the needs of individual students.

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

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

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

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

The core principles upon which the RtI process for PRS is built are as follows:

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

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.

The multi-tiered model for service delivery, Pike Road Schools has embraced a 3-tier model where students progress through a continuum of services that focuses on providing quality core instruction in Tier I, targeted interventions in Tier II, and intensive interventions in Tier III. Each of these tiers will include both academic and behavioral instructional programs and interventions. The expectation in this tiered approach is that all teachers in grades K through twelve will provide high quality, research-based core instruction that follows the best practices included in the Alabama Quality Teaching Standards. When student performance data indicate that the core instructional program is not effective in supporting students in reaching desired levels of success, early intervention strategies will be implemented in an effort to prevent the need for longer term, more intensive interventions. A problem-solving process will be used to assist the classroom teacher in designing and selecting strategies for improving student academic and/or behavioral performance. The purpose of the problem-solving process is to develop academic and behavior intervention strategies that have a high probability of success.

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Data gathered through student progress monitoring at all levels will help to determine strategies for instruction. Students will be identified as needing support in Math or Reading, and within those the skills that individual students need to be successful. Multiple sources of data will be utilized to determine student placement in programs and what resources, strategies, and conditions are necessary for optimal student learning. Student needs will determine staffing, space, resources, and professional development funding allocations. Title I funds are used to employ teachers to provide Targeted Assistance to the students with the greatest academic need. Struggling students are provided with additional, explicit instruction by Title I interventionists with specific focus placed on math and reading standards.

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

PRS will comply with the Parent-Right-to Know provision so that any student being taught by a teacher who is out of field will be aware of that fact. Principals vigorously evaluate the effectiveness of all teachers and an aggressive professional learning community ensures that all staff are presented with many opportunities to increase capacity.

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

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

Title I Criteria are score based on student achievement data and other academic indicators. Students are then rank ordered based on total score. The higher the number, the greater the need for Title I service.

Parents of children in targeted assistance schools are notified that their child is eligible for Title I services and a description of the program, including goals and objectives, is provided. Information from the Selection Criteria Form is shared with parents through conferences, and during the time parental consent forms are signed. Parents have the option to refuse services.

Services to students at PRJHS are for those identified as most at risk of failing to meet the State's challenging content and student performance standards. The goal of the targeted school is to improve teaching and learning to enable Title I participants to meet the standards that all students are expected to master. Staff members and parents periodically review student progress for changes.

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

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

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

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

- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools:

- The LEA must notify its secondary schools to inform them of the option.

- A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a)(5)(B) and (C).)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (ESEA section 1113(a)(3)(B).)

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

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.

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

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

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

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

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

The district has a Homeless Liaison that will ensure program implementation and coordinate efforts to ensure that homeless children and youth, are provided the opportunity for academic success.

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

The school shall enroll a homeless child even if the child is unable to produce proof of residency, birth certificate, social security number, immunization record, or school records. The school shall immediately contact the last school attended to obtain relevant academic and other records. If the child needs to obtain immunizations, or

medical records, the district registrar will provide the parent, guardian, or unaccompanied youth appropriate assistance in obtaining the necessary records and documents for enrollment. Enrollment without the required immunization record will be pending receipt or acquisition of immunization documentation. The existing method of assigning a student number will be employed when a student enrolls without a social security number.

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

The District may require the parent or guardian of a homeless child to submit contact information. The application process for free meals can be expedited for homeless children and youth. The determination for free meals may be made without completing the full application process.

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

1. Transportation services;
2. Educational services for which the child meets the eligibility criteria;
3. Programs in vocational and technical educational;
4. Programs for gifted and talented students; and
5. School nutrition programs.

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

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

When a dispute arises regarding school placement, the district will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The Homeless Liaison will take necessary steps to resolve the dispute. If the dispute cannot be settled

by the homeless liaison, the liaison will assist the complainant in seeking technical assistance from an appropriate service agency.

The district will, to the extent possible, coordinate the provision of services to homeless children with:

1. Local social service agencies and other agencies or programs providing services to homeless children and their families;
2. Other local educational agencies, issues such as transportation or transfer of school records; and
3. As applicable, state and local housing agencies.

Parents of Homeless students are encouraged to:

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

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

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

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

Pike Road Schools will conduct an annual evaluation of its Homeless Education program to determine the effectiveness of the program through surveys. The system will

adjust practices and procedures as needed to improve the effectiveness of implementation and student achievement. This plan will be reviewed and revised, if necessary, each year.

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

A pre-school program (POPPIE) is available for special education students, beginning at age 4. Typical peers may enroll in the program based on space available for a monthly fee. PRS also has three First Class Pre-K classrooms. At this time our preschool services are not funded through Title I funds.

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

Pike Road Schools uses multiple criteria for determining Title I targeted assistance eligibility. The matrix of eligibility includes academic achievement, socioeconomic status, and prior intervention status. In addition, a variety of grade level appropriate assessments will be used to obtain further information about students.

As data becomes available, it is used to determine which students are at risk. Pike Road Schools uses Problem Solving teams to provide recommendations for Title I services.

Students are identified for screening based on multiple criteria. Once these students are identified they are ranked based on points for each indicator. Administrators and Title I interventionists review and seek input from classroom teachers utilizing the Student Eligibility Profile.

Once the final determination has been made, parents are provided information about Title I and will accept or refuse participation in the program in writing. If parents accept the Title I services, a school-parent compact is signed.

Throughout the school year Title I students will be monitored and may be removed from Targeted Assistance through collaboration between the teachers, parents, Title I interventionists, and school administrators. Communications to parents are sent home in the home language.

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

PRS has a comprehensive Career Tech program that focuses on helping with transitions, employment and college readiness. PRS also employs a work based learning coordinator and a strong counseling staff who all contribute to effectively dealing with transitions, postsecondary education and employment.

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

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

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

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

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

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

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

PRS host career fairs, in addition we frequently bring in industry professional to enhance the learning experience.

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency

determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

Pike Road Schools identifies students as gifted and talented in 2nd grade, and continues to identify students through teacher and parent referral. The school system utilizes school wide enrichment to serve gifted and talented students.

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.

Funds will be used to assist learners in utilizing resources that help them to gather information and research as well as practice skills. PRS is a one to one digital learning environment. Title I educators will support digital literacy and improve academic achievement utilizing technology.

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

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

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

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

- a) Invite all parents to participate in school and district committees, such as the Federal Programs Advisory Committee, AdvancED Accreditation Committees, and ACIP Committees.
- b) Hold a Parent Advisory Committee meeting for parents of students in the Title I program to review the LEA plan and discuss how Title I funds will be used to support the plan.
- c) Provide parent access to LEA and school parent and family engagement plans and continuous improvement plans via each school's website.
- d) Distribute an annual survey to facilitate parent and family input and involvement in the development of LEA and school parent and family engagement plans and continuous improvement plans. This will include parent and family involvement in the process of design, review and improvement of the overall Title I program.
- e) Notify parents and family members via a variety of contact strategies including newsletters, emails, phone calls, school and district websites. Take home notices are translated as needed.

Sec. 1116(a)(2)(B))

Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

The LEA developed the Parent Engagement Plan with feedback and consultation of all schools in the district, including a variety of staff and parents. Through a concerted effort of the administration and Title I staff, parents are engaged in a wide variety of ways in an effort to help them access valuable district resources in four key areas: learning supports, social services, school communication and partnerships. The foundation of this system is the communication with parents as an active educational partner. Pike Road Schools is fortunate in that it exists in a community that is very supportive public education and as such strong partnerships exist with private businesses, local universities, and the Town of Pike Road. Those entities actively support the PRS and actively support the partnerships between PRS and the families with whom the LEA works.

Sec. 1116(a)(2)(C))

Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

In each of the four key areas, or strategies, a number of action steps will be included which will form the basis for the activities and structures that the district will utilize to engage parents in the education of their children. Within each area will be activities that will target parents as participants in multiple ways but it is important that the engagement framework also addresses ways in which the district can reach parents who may not, for a variety of reasons, be likely to attend such “traditional” events and activities. We use translators and also hand deliver printed information to certain areas in our district.

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

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

Pike Road Schools will provide systematic communication to parents through weekly newsletters, PTSA newsletters and other means of written and digital communication. Schools will provide communication about school events, activities and academic matters through a variety of technology-based tools and mediums. These may include Facebook, school websites, communication apps, and telephonic mass communications. Schools and other district entities will communicate to parents at organized meetings designed to share information and build a sense of community with parents through shared experiences. These may include PTO meetings, Family Nights, parent conferences, and other opportunities to meet and discuss how parents and schools can work together. The use of technology for communication will play an important role in this area.

Pike Road Schools will develop and implement periodic parental engagement activities to inform parents about the curriculum, grade level standards, academic expectations and assessment programs. This will be accomplished through Curriculum Nights, International Nights, Back to School Nights, and other similar activities focused on explaining academic content and ideas of how parents can help their children master the content. Schools will develop and implement an organized structure to have parent conference opportunities where instructional staff can share, in a one on one or small group setting, how their child is performing on curriculum-based work and various academic assessments. Included in these activities will be formal reporting structures that show student progress, including progress data for those students who are struggling to master grade level content and are receiving tiered intervention services. School personnel who work with English Language Learners will develop and implement activities designed to help parents whose first language is not English understand the academic program and what supports are available to their families and their children. The EL coordinator and EL support staff will focus efforts on providing academic information and other supports for parents of English Learners.

Pike Road Schools employs three key strategies:

Strategy 1: Communication. PRS will strive to provide frequent, meaningful communication in all key areas of the student's programming with a focus on academic support.

Strategy 2: Learning Supports. The schools will strive to provide parents with useful and timely information that helps them with strategies that will allow them to help their child become more proficient with academic content.

Strategy 3: Social Services. The schools will connect parents with resources, both internal and external, that can help them access needed social services for their families.

An annual districtwide parent survey will be administered each spring either by paper or electronically. The school district will use the findings of the evaluation to design strategies for more effective parental and family engagement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. These results will be tallied and presented to the committee members and the Title I staff at the end-of-school meeting.

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

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

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

- Create a welcoming school climate.
- Provide families information related to child development and creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication
- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
- Engage families in school planning, leadership and meaningful volunteer opportunities.
- Connect students and families to community resources that strengthen and support students' learning and well-being

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

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

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

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

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

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

Pike Road Schools will provide assistance to parents and family members in understanding the following topics:

- a) Challenging state academic standards
- b) State and local assessments
- c) Title I requirements
- d) How to monitor a child's progress
- e) How to work with educators to improve achievement

A variety of parent and family engagement activities will be scheduled at all schools. All schools have an Open House where parents are informed about school and district policies and procedures and their children's curriculum. Information regarding the best way to communicate with each child's teacher will be provided, increasing the likelihood of school success. Schools also hold their Annual Title I meeting where Title I requirements are discussed. Included in these activities will be formal reporting structures that show student progress, including progress data for those students who are struggling to master grade level content and are receiving tiered intervention services. School personnel who work with English Language Learners will develop and implement activities designed to help parents whose first language is not English understand the academic program and what supports are available to their families and their children. The EL coordinator and EL support staff will focus efforts on providing academic information and other supports for parents of English Learners.

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 school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Schools will develop and implement periodic parental engagement activities to inform parents about the curriculum, grade level standards, academic expectations and assessment programs. This will be accomplished through Curriculum Nights, Back to School Nights and other similar activities focused on explaining academic content and ideas of how parents can help their children master the content. PTSA meetings will also include information to help parents understand how to best help their student reach higher levels of academic achievement.

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

Throughout the school year, the district will conduct training related to increasing parent and family engagement, improving effective school-family communication, creating a welcoming environment, partnering with families to increase student academic achievement, and building relationships with community stakeholders. Local schools will identify additional staff and parental needs through formal and informal needs assessments. All faculty and staff of Title I schools will receive ongoing training on

effective communication strategies to build parent capacity. Title I schools will consider parents' input in planning the training for effective communication practices. The Federal Programs Administrator, the school principals, and the Title I contacts at each school will facilitate the operation of effective parent centers, conduct ongoing staff and parent trainings, and build community-school partnerships.

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

Information and presentations are made available for the counselors, Title I staff, principals, and individual schools' staff. Pike Road Schools will also collaborate with presenters from local agencies to provide parents information and present a series of parent workshops on parenting strategies.

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

The school district will ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Each Title I school distributes both the local school and the LEA Parent and Family Engagement Plans to families at the beginning of each school year. Because of the high population of Spanish and Korean parents, these plans are generally translated into these two languages. LEA parent meetings are held throughout the year for parents and families of EL students.

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

Throughout the year, parents may request other support for parental involvement activities. As these needs arise, the schools and the LEA will provide the reasonable support as needed. We will maintain open lines of communication with all parents and encourage them to voice their concerns and their needs. We will encourage parents to participate in committees such as the Federal Programs Committee, LEA'S Strategic Planning Committee, the AdvancED Accreditation Committee and the Continues Improvement Plan committee. At the beginning of each school year the PRS will notify the parents of each student attending Title I schools in the school system that the parent/guardian may request information regarding the professional qualifications of the student's classroom teacher. Also, the school will provide timely notice to parents/guardians that their student has been assigned to or is being taught for four or more consecutive weeks by a teacher who does not meet applicable state

certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

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

To build and support school staff capacity, parent feedback will be utilized in the development of training for teachers, principals, and other educators. Professional learning will be tailored to focus on responses generated from parent surveys in regard to how schools and parents can effectively collaborate to impact student academic success. Professional learning activities which will include:

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

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 LEA may provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training. This will occur if it is found to be a need. At this time, it has not been identified as a need.

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

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

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

Pike Road Schools recognizes that parents network with each other in the community and the LEA will make a concerted effort to use parents who are engaged to communicate with other parents for the purpose of increasing their participation. The LEA will include a focus on this process at some of the sessions conducted by the LEA for the purposes of increasing communication and providing information on how to support the learning of students at home.

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

Schools and district staff will collaborate to create “non-traditional” opportunities for parents through alternate venues and/or methods of sharing information. The use of technology for communication will play an important role in this area as will having meetings at times and locations other than the traditional night-time meeting at the school. Schools will provide activities scheduled at various times and locations to meet the needs of parents who are unable or unlikely to access the traditional “school night” activities. Examples of such activities are “lunch and learn” activities, breakfasts for parents, ZOOM calls, and other activities designed to offer parents alternative venues and means for learning about their children’s academic progress and needs.

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

Pike Road Schools will arrange parent meetings at a variety of times or on different dates to ensure more participation and access to the parent program. The Title I teacher will conference with parents of targeted assistance students. The Title I teacher will work with parents’ schedule to ensure participation of parents in parent-teacher conferences. PRS’ will host a parent conference days.

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

Pike Road Schools will establish a Parent Advisory Committee to provide advice on all matters related to parental involvement throughout the Title I program. Members of the Parent Advisory Committee will be comprised of parents and family members from all participating Title I schools and will adequately represent the needs of the population to be served. The district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and when applicable, parents of migratory children.

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

To further develop our parent and family engagement plan, partnerships among community-based organizations and business will be established. Community organizations and businesses will be encouraged to offer support in identifying needs and implementing strategies for improved parent and family engagement. They may provide guest speakers, locations for meetings, and monetary donations for parent needs. Community-based organizations and businesses will be key partners in our

support network and will be provided multiple opportunities to share strategies to build knowledge and improve our efforts.

Sec. 1116(f)

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

Pike Road Schools and each Title I school, will provide opportunities for the engagement of all parents and family members. Provisions will be made for informed participation of parents and family members with limited English proficiency, disabilities, and parents of migratory children, as practicable. District and school staff will collaborate with the EL coordinator in an effort to accommodate removing barriers to full participation of families. Information and required school reports (as established by Section 1116 of the ESSA) will be provided, as feasible, in a language and format parents understand. Language accommodation provisions will include translation services through when needed.