

Alabaster City Schools Consolidated Plan

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

A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that:

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. **Each local educational agency plan shall:**

1. Sec. 1112(b)(1)(A)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

Each Alabaster City school develops a continuous improvement plan (CIP) that provides the foundation for the instructional year. Principals and teachers have been trained in the use of data driven plans, are provided an opportunity to have technical assistance in developing their plan. After the spring, testing results are received, the plan is written by the school leadership team based on student data. Student success will be determined using benchmarks set by the state department for reaching Annual Measurable Objectives (AMO's) or Targets. Assessment data will be disaggregated into subgroups. District staff will conduct walk-throughs to ensure that the CIP is implemented.

Additional academic assessments used in Alabaster City Title I schools include:

- Running records
- Read Naturally

- Rigby benchmarks
- Textbook assessments
- Common Formative Assessments
- Weekly math review quizzes
- Phonics inventory
- Harcourt leveled reader benchmark assessment
- Math Summative Assessments
- Being a Writer Rubrics
- Language Assessments
- Reading summative and formative assessments
- Fontas and Pinnell Reading benchmarks
- ACT Aspire/Global Scholar Interim Benchmark Assessments

State assessments include:

- ACT Aspire/Global Scholar
- ASA
- ACCESS
- Alternate ACCESS for Els
- AAA

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.

Local school continuous improvement plans and state courses of study provide a framework for teaching and learning in the classroom. Data will be analyzed to guide instruction for all subgroups. ACT Aspire/Global Scholar will also provide data on K-5 students. The computer-assisted programs have management systems that provide appropriate placement, assess skills, and measure growth. A Response to Intervention/Instruction model is implemented in each school. There is an emphasis on Tier II instruction within the classroom. Students are provided Tier II instruction in both reading and math if needed. Additional support may be provided by supplemental staff through Title I. These may include additional math interventionists, and reading interventionists. If students are not successful in the classroom, a referral to PST/REM may be made. Tier III instruction is provided for students with a PST plan who are identified as having an academic deficit.

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.

Each school in Alabaster City has developed and implemented an at-risk plan to provide additional assistance to individual students experiencing difficulty. Assistance is provided

through extended day tutoring programs, summer school programs, EL camp, and/or scientifically research based strategies designed to meet identified needs of particular students. Examples include SRA Reading Instruction, Read Naturally, Voyager Passport, V-Math, S RA math. Additionally, ELs are supported through ESL classes in all schools, provided with local funds. They are also eligible for the intervention programs provided by the school or LEA.

Homeless students receive tutoring assistance available through a Title I Set-Aside. Math and Reading Coaches are placed in some schools to provide professional development for teachers as well as assistance to students as needed. ARI and other intervention strategies are used to provide in-class assistance. Resource interventionists are hired at some schools to work with small groups and/or individual students who are struggling in reading or math. The CIP provides specific details of support. Instructional staff is available to provide assistance with professional development, classroom management, reading strategies and other issues in which teachers need support. There is an emphasis on Tier II instruction in the classroom for students that are experiencing difficulty in reading and math.

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.

Each school has a school leadership team responsible for school wide planning that meets regularly to review data, monitor program implementation, and adjust program components to ensure that all students meet the state's achievement standards. Schools use assessment data, PST, REM, data meetings, PLCs and ELL committees to discuss at-risk students and to determine the most appropriate educational plan for each student.

Each month, walkthroughs and technical assistance visits will be conducted in each Title I school to ensure that components of the CIP are being executed. Federal Programs, and The Teaching and Learning staff as designated will do these.

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

Alabaster City Schools is committed to providing all students an excellent and equitable education from all teachers who meet state certification and licensure requirements. All teachers State performance data is used to identify students who are academically at-risk. Further screening for reading difficulties is achieved through administering reading assessments such as Harcourt(HC) Benchmarks, ACT Aspire/Global Scholar Interim, running records and weekly test data. Students identified as at-risk are discussed at data meetings, monthly intervention, weekly PLC meetings, LEP meetings, and Grade Level meetings.

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

- SOE identification of schools in School Improvement will be made to the Superintendent
- Schools identified will be notified by the Superintendent or his designee.
- Schools will be identified as acceptable transfer sites.
- Parents and the public will be notified of School Choice.
- Parents will be given two choices of locations.
- Parents will be notified of school assignments and transportation arrangements.
- All request for transfers will be processed and any needed staff adjustments necessary will be made.
- Parents will be notified of choice of supplemental services available from the SOE approved vendor list in the event school choice is not an option.
- Supplemental contracts will be enacted at the District level and Choice implanted.

This is not applicable to our district, at this time, based on the approved United States Department of Education waiver agreement.

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).*)

The poverty criteria used to select eligible attendance areas will be the number of children eligible for free and reduced meals under the National School Lunch Act. Schools will be determined eligible based on the system's average percentage of poverty and with at least 35% of the children from low-income families. Schools will qualify in rank order based on grade span grouping. Only elementary schools with at least 35% free/reduced lunch count are served at this time.

Schools that are identified as having 35-39% of its students on the free and reduced lunch program are classified as targeted assistance schools (TAS). Schools that are identified as having 40% or greater of its students on the free and reduced lunch program are classified as schoolwide (SW) schools.

A school that qualifies for Title I can be a targeted assistance school or a schoolwide school. A targeted assistance school identifies students most at risk. The money provided to targeted assistance schools is used for materials, programs, teachers, etc. for this "target" group of students. Only these identified students are provided additional resources to assist in their learning. Schoolwide status allows schools to offer programs, teachers, and instructional materials for the entire school.

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

Three elementary/intermediate (MVES, CVES, and TIS) schools have developed school wide plans (continuous improvement plans) and services will be provided for all students based on the ACIPs.

These plans were developed according to the ten components of a schoolwide program. The plans include, but are not limited to, the following programs, strategies, or models:

- Alabama Reading Initiative (ARI)
- Alabama Math, Science, Technology Initiative (AMSTI)
- SRA Reading and Math
- Read Naturally
- On Our Way to English
- Voyager Passport
- Xtra Math
- Voyager V-Math
- Math Investigations
- Extended Learning Time
- After school tutoring
- EL Summer Camp
- Small Group Instruction
- Comprehension Toolkit
- Alabaster City Reading Plan
- Leveled Text
- Harcourt core reading program

- ACS Math Pacing Guides/Curriculum Maps
- Being a Writer
- Orton Gillingham Tier III Reading
- Touch Math Tier III

The employment of certified teachers and instructional assistants along with organized parent committees and programs will provide teaching and learning activities for all participants.

For Neglected or Delinquent programs, any child or youth ages 5-21 eligible for services will receive services under the Neglected and Delinquent Title I set asides. Services include tutoring, instructional supplies, equipment, counseling and staff training to ensure best practices for working with the unique needs of at-risk students.

State and local at-risk funds are also provided to coordinate services for our neglected or delinquent students. Alabaster City's Student Services Coordinator acts as the superintendent's liaison. At-risk funds are used for salaries, tutoring and transportation.

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.).

Homeless students are identified by school guidance counselors and Alabaster City social service agencies and are referred to the Homeless liaison. The liaison reviews the case, determines eligibility with the Student Services Department, and coordinates appropriate assistance. Services include academic assistance, tutoring, school supplies, stipends for extended day and summer programs, personal hygiene and clothing items, field trips, school fees and dues. Homeless students attending Title I schools are eligible to participate in any or all programs funded by this grant. Funds are set aside in the Title I budget for homeless students attending schools that do not participate in Title I. Homeless students have equal access to all programs provided by the Alabaster City School System.

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

Transitions from Pre-K to Kindergarten

To assist students and parents in the transition process from preschool to kindergarten, they will be invited to an orientation in both the spring and fall at Meadow View Elementary School (MVES), and Creek View Elementary School (CVES). In the spring, students and parents will be provided a tour of the school to acclimate them to the facilities. A pre-assessment is given at this time to help determine placement for the upcoming school year. All students from area pre- schools and Head Start programs will be invited to visit the schools for an on-site orientation in the summer/fall. During this orientation, parents, and students are

made aware of the academic standards and curriculum, along with the school's policies and procedures.

Additionally, our elementary schools coordinate with area preschools, and Head Start programs to discuss our district's kindergarten programs. A kindergarten teacher, and/or the school's registrar attends this meeting to address questions being asked by parents. Moreover, two of our district's Pre-K teachers serve on the kindergarten grade level teams to hear and/or partake in discussions involving kindergarten students. These discussions have proven most beneficial as they've provided insight; which have helped bridge the gap from Pre-K to kindergarten.

Furthermore, an ongoing, collaborative partnership has been established with Head Start. Principals are asked to speak at the Pre-K graduation ceremony, and the local school offers their facility, free of charge, as a graduation site.

Transitions from 3rd grade to 4th grade

Prior to going to Thompson Intermediate School (TIS), MVES and CVES 3rd grade students visit TIS each spring. During this visit, the students view a slideshow with information about the school. Additionally, TIS counselors and student ambassadors lead the elementary students on a tour of the school so they'll be familiar with the building when they return in the fall as 4th grade students. Furthermore, a 4th grade parent night is scheduled in the spring as well. Administration and 4th grade teachers speak to upcoming 4th grade parents about expectations for 4th grade.

Transitions from elementary to middle school

The counselor at Thompson Sixth Grade Center (TSGC) visits TIS to speak to all 5th grade students about expectations for 6th grade. She brings 6th grade students with her to answer questions 5th grade students may have, and talk to the 5th graders about differences in 5th and 6th grade. She also talks to them about course offerings, schedules, etc. Lastly, TIS 5th grade students tour Thompson Sixth Grade Center each spring in preparation for their transition in the fall.

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.

Starting the 2017-2018 academic school year, Alabaster City School does not have any Targeted Assistance Schools.

For previous years, only one school received Title I Targeted Assistance funds. Students who were deemed at-risk were served through consolidated Title I funds.

Eligible students were identified as those failing or were at-risk of failing to meet the local and state achievement standards.

All schools conduct a needs assessment annually to determine target subjects. All students are evaluated for Title I services, and those who indicate the highest need are identified to receive supplemental services funded by Title I funds in either reading or mathematics.

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.

To insure a smooth transition from early childhood programs to elementary school, elementary to middle school, and middle school to high school, and from high school to postsecondary education ACS implements the following activities: tours for upcoming kindergarten, sixth graders, and ninth grade students, counselor driven lessons for students on their upcoming transition, Open House, Parent/Student visits, and conferences/meetings with Pre-K, third, fifth, and eighth grade parents. College tours are arranged by our high school counselors for students in 11th & 12th 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.

To insure a smooth transition from early childhood programs to elementary school, elementary to middle school, and middle school to high school, and from high school to postsecondary education ACS implements the following activities: tours for upcoming kindergarten, sixth graders, and ninth grade students, counselor driven lessons for students on their upcoming transition, Open House, Parent/Student visits, and conferences/meetings with Pre-K, third, fifth, and eighth grade parents. College tours are arranged by our high school counselors for students in 11th & 12th grade.

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)

The Student Services Coordinator monitors system discipline reports and Student Incident Reports each month to screen for number of suspensions. Administrators are trained on positive behavior supports each year. The system partners with Chilton/Shelby Mental Health to provide mental health services to students who have chronic discipline issues. School social work interns conduct small groups for students with behavior issues to help them correct the behavior and make better choices. Alternatives to out of school suspension including in-school suspension and alternative school placement are available.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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 LEA Advisory Committee, comprised of school representatives and two parent representatives from each of the Title I schools will convene at least once annually. Participants will sign a sheet stating attendance, an agenda will be given to each parent, and minutes of the meeting will be kept by a member of the committee. The previous year's policy will be disseminated to participants for review prior to the meeting. During the meeting, the plan will be reviewed, discussed and evaluated. Changes will be made according to the committee's recommendations, including parent surveys each year.

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 approval of a local school parent coordinator who will assist each school with implementing quality parent involvement programs by:

- Meeting with the local Title I committee annually and the LEA Advisory Committee as needed.
- Providing workshops on assessment data as requested.
- Utilizing make and take workshops for parents to help with areas that need addressing due to AYP or other assessment data.
- Coordinating a Title I family literacy education training for kindergarten and family math education for first and second grades. The training sessions will train parent representatives from each school, who will then train other parents at the local school level. Parents attending the local workshops will be given literacy/math packets to take home listing specific activities they can do with their child.
- Distribute a parent survey for each school, and calculate the results. These results will be used by both local committees, and the District's Advisory Committee. Parents will also be notified of these results, and information will be provided to them based on these surveys.

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.

Alabaster City Schools has a parent involvement policy and plan that covers the requirements of the Every Student Succeeds Act/Students First Act. A District Advisory Committee revises and approves the plan annually. Each Title I school also has a parent involvement plan included in their CIP. Separate funding is provided to Title I schools to carry out parental involvement activities. Communication between school and home is supplemented and enhanced through Title I resources.

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

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

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

- Each year the LEA Advisory Committee will be comprised of at least two parent representatives from each Title I school.
- A contact will be made by email or telephone to secure the participants of the committee.
- An invitation will be sent, along with a copy of the current District Parent Involvement Policy, to each member before the annual meeting.
- In the meeting, sign in sheets, an agenda and meeting notes will be kept.
- The Policy will be reviewed by all members of the committee during the meeting, and suggestions for revisions will be discussed.
- Parents will sign the evaluation form after a consensus is reached.
- The revisions will be made and a copy of the Policy will be sent to each committee member.
- The local District Parental Involvement Policy will be available on the Alabaster City Schools web site.
- The LEA Advisory Committee meeting will take place at least once annually. At this time, further revisions will be made to the district Parent Involvement Policy for the next school year as needed.
- Parent surveys will be revised during the annual meeting for the upcoming year. Surveys will be sent in a language parents can understand.

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

All parents at our three Title I schools will be given the opportunity to participate in a series of family literacy days and/or nights. Furthermore, parents will also be able to participate in math nights as well. At least one parent from each school will be trained in each area, who will then train other parents at each local school. Beginning literacy concepts taught will align

with the standards outlined in the State Course of Study. Parents attending the workshops will be given literacy packets to take home. These packets will have literacy activities for the parent and child to do together. The math packets align with concepts found in the State Course of Study as well, and taught through AMSTI lessons. They will also provide school-home extensions as well. Additionally, local schools will offer workshops at various times on science, and technology as needed and appropriate.

(iii) strategies to support successful school and family interactions

In addition to the aforementioned information, and the local school opportunities for parents to participate in, two parent representatives from the three Title I schools will participate in the Parent Leadership Academy (PTLA) offered in partnership with the University of Alabama Center for Community-Based Partnerships. This academy utilizes evidence-based practices to provide professional development to parent and teacher leaders who use their knowledge to support students' achievement through strong family-school partnerships.

Parents participating in the PTLA will:

- Learn about key factors in supporting student academic achievement.
- Develop skills and techniques to use when working with parents, teachers, principals, and other school personnel.
- Explore innovative ways of building and sustain strong family/school partnerships

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.**

Each school located in the Alabaster City Schools district will use findings from surveys administered to parents to gather the necessary data on how to increase and/or improve areas within their school. Once parents have responded, the data will be reviewed by the administrators, and their committees to determine the best course for meeting the identified needs.

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.**

Alabaster City Schools will involve parents in the activities of schools served under this part through the following:

- Annual Title I meeting; which includes parents
- Parent Teacher Leadership Academy (PTLA)
- School Leadership Meetings; which include parent representatives
- Open PTO board meetings
- Title I/Parenting Committee monthly meetings

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.**

To promote family participation in reading and math, all Title I schools in the Alabaster City Schools district offer training to parents and staff members to participate in a series of family literacy days and/or nights. Parents and staff members will also be able to participate in math nights. Literacy, math, and STEAM concepts that are being communicated to parents are aligned with the concepts found in the State Courses of Study. Furthermore, parent compacts are written by the leadership team at the local school, parent/teacher conferences are held each semester, ACIP goals are reviewed during Parenting Day and the Annual Title I Parenting Meeting. Parents are invited to attend PST, daily/weekly communication binders are sent home with student's work/progress, etc.

- 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.**

Alabaster City Schools will provide materials and training to help parents to work with their children to improve their children’s achievement through the following:

- Hands-on resources; interactive lesson (games)
- Lunch and Learn each semester
- Videos that model reading and math strategies
- In-house Parent Resource Room (available before and after school)
- Provide a list of websites with login information to parents for reading and math activities

- 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.

Alabaster City Schools recognize that parents play a vital role in student academic success.

Following are some ways that our school district implements this area:

- Surveys completed annually to understand parent needs
- Parent representatives on leadership teams
- Webpages, Social Media, Remind 101
- Weekly newsletters from administrators and classroom teachers
- Room moms and volunteers
- School-wide events
- Providing interpreters/ ELSA device

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.

Alabaster City Schools will coordinate and integrate parental involvement strategies under the following other programs that encourage and support parents in more fully participating in the education of their children by:

Providing the same opportunities for parents of Pre-K students that are given to other parents in the local school.

Coordinating a district wide registration day in the Spring for incoming students and parents to visit and tour the schools, as well as register for the upcoming school year.

Parenting room access before, during, and after school

Inviting parents to eat lunch daily

Establishing partnerships with the local library and YMCA to support programs that enhance student learning.

OSR preschool grants; STARS Pre-K Program

- Coordinating a district wide registration day in the spring for incoming students and parents to visit and tour the school, as well as register for the upcoming 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.

Alabaster City Schools 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 through the following:

- Scheduling of interpreters
- Use of ELSA communication device
- Correspondences are sent home in the language that students speak (i.e. Spanish, Mandarin, Chinese, etc..)

- ESL parent programs

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

Alabaster City Schools will provide other reasonable support to parents in a language they can understand, as parent may request through the following:

- Provide interpreters at scheduled meetings and school-wide events
- Provide reasonable access to staff and administrators through email, and other contact information
- Open door policy to administrators
- The district employs a part-time ESL Parent Coordinator who teaches English programs that support the local schools CIP and support areas that parents would like to receive more information

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.

Alabaster City Schools will involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training through the following:

- Parent Teacher Leadership Academy (PTLA)
- Parent led workshops (Backpack Buddy Training)
- Updates provided to parents regarding professional development activities for teachers (i.e. AMSTI, Project Lead The Way (PLTW))

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.

Alabaster City Schools will provide necessary literacy training during the following:

- Parenting Day; which will also provide reading strategies and homework help for parents
- Teachers will also provide assistance during parent meetings and conferences
- The PST committee also offers parents assistance as requested/needed

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.

Alabaster City Schools will pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school related meetings and training sessions by:

- Paying for mileage to required meetings
- Hiring additional staff to facilitate the meetings
- Possibly providing childcare for meetings

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

Alabaster City Schools will train parents to enhance the involvement of other parents through the following:

- Citywide PTO meetings
- Parent Teacher Leadership Academy attendance: representatives provide updates to the school's leadership team.
- Backpack training programs can be implemented to support students in the area of literacy and math. (Parents train parents)
- Hold community events that parents have expressed an interest in attending

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.

Alabaster City Schools will arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation through the following:

- Offering a.m./p.m. meeting opportunities for parents
- Provide dates of events in advance, in paper and electronic formation
- Home visits coordinated through the district if a child has academic concerns and/or is truant
- Phone conferences are conducted through traditional methods, or FaceTime/Skype for parents who cannot attend meetings

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

Alabaster City Schools will adopt and implement model approaches to improving parental involvement through:

- Partnership with the University of Alabama's Parent Teacher Leadership Academy
- Consulting/collaborating with other school districts
- Completion of and reviewing of annual survey data

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

Alabaster City Schools will establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in supported programs through the utilization of the district's Citywide PTO meetings as a way to discuss parental needs.

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

Alabaster City Schools will develop appropriate roles for community based organizations and businesses in parent involvement activities through the creation of a master list of community support, and resources; which will be provided to parents as needed.

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.

- Parent Surveys
- Parent review/input of school programs
- Review suggestions and ensure those that are selected support the vision/mission statement of Alabaster City Schools.
- Ensure events support the continuous improvement plans at the local and district level.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the attendance of parents, students, teachers, administrators, and other community stakeholders at the Student Advisory Council meetings, Federal Programs Advisory Committee meeting, local school meetings, and the district's Citywide PTO meetings _____. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2017.

PLAN APPROVED BY (*Person or Entity*)

DATE OF APPROVAL

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

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

(i) Whether the student's teacher—

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

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

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

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

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

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

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

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))