

Albertville City (101) Public District - FY 2026 - Consolidated - Rev 0 - Improvement Planning

LEA Consolidated Plan

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

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

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate

- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

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

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

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

Albertville City Schools is committed to providing every student with diverse and strong academic and student support programs that provide quality opportunities to students of all ages and economic backgrounds. In order for our students to be college and career ready and to be able to access advanced course work, we must ensure that our students are prepared in all content areas through an enriched curriculum. Students are not only provided opportunities in English Language Arts and Mathematics, but also the sciences, foreign languages, civics/government, economics, history/geography, the arts, physical education, STEM, and cutting-edge technology. Addressing all areas, we feel, ensures that we are graduating students that meet the rigors of Alabama Achieves - the State Strategic Plan for the Alabama State Department of Education.

Students are instructed in a developmentally appropriate environment with many diverse learning opportunities. Albertville City Schools strive for learning to be personalized and student centered. In addition to core academic courses, students are provided with quality career, character, and mentoring education programs that are integrated across content and curricular areas: quality technical/vocational educational programs that are responsive to the workforce development needs of our community by providing multiple pathways; such as access to STEM, Project Lead the Way, We Build It Better, robotics, art, drama, Pre AP/AP courses, and dual enrollment courses. All students in grades K-12 have access to technology support in their learning through GOOGLE Classroom, Schoology, Chromebooks, and a technology infrastructure designed to enhance student achievement.

All schools within Albertville City Schools develop a Continuous Improvement Plan that provides the framework for our instructional program. The ACIP is monitored at both the school and district level for effectiveness in meeting the goals developed by each school and the district. Each school uses state assessment results and universal screeners, textbook assessment, classroom assessments, and other pertinent data points in identifying student strengths and weaknesses and adjusting instructional goals, strategies, and activities as needed. The school-level team, along with other community stakeholders and parents, develop the ACIP and Professional Development Plan based on these data elements. Individual student progress data is shared with parents in an ongoing manner. The sharing process includes parent/teacher conferences, open houses, family engagement activities, newsletters/reports, and individual accounts for the PowerSchool Parent Portal. The comprehensive data analysis ensures that students experiencing academic difficulty receive timely and appropriate assistance.

Albertville City Schools also utilizes district level instructional coaches to provide data driven assistance to each school within the district in order to provide a well-articulated instructional program. The district level coaches regularly meet with core teachers in vertical curriculum alignment meetings. In addition, district-level coaches provide professional development activities on "best practices" for all of our stakeholder groups, including EL Learners, Migrant Education Students, students experiencing homelessness, special education, general education, and gifted students. Teachers are provided opportunities to attend professional development activities that provide them with a "toolbox" of ideas that assist them in providing an exemplary instructional program. These activities include local and state professional development activities, classroom visits, and EL meetings and conferences. The effectiveness of these opportunities are measured by evidenced-based results in annual program evaluations.

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.

Data monitoring is a continuous process at both the school and district level. Data meetings are routinely held and individual student data is reviewed. In addition, school-based Problem-Solving Teams develop individual student plans that address individual student weaknesses. The PST team's purpose is to identify students who may be at risk for substandard academic performance and intervene by providing supplemental interventions targeted for their specific learning need. At the beginning of each school year the team reviews all students who were previously on the PST list and up-dates their plan. Furthermore, the team develops a watch list based on student previous end of year school data, state assessment data and universal screener data in order to monitor these students. Additionally, students are screened three times each year through iReady and other district level assessments and are referred to the PST as appropriate. In addition, EL students are referred to the EL committee if they are not making adequate progress on meeting state target language

development goals.

Each school within our district has a designated intervention time scheduled in their instructional day in which students are provided supplemental instruction in reading and mathematics through evidenced-based instructional methods. In addition, Albertville City Schools has partnered with a local mental health agency to provide services for students who may be at risk of academic failure due to emotional or behavioral concerns. These counselors work with the school-level counselors in service provision. Services are provided both in the school setting and outside of the school setting. Parents are informed of the RTI process and available services and are encouraged to refer their child for academic issues as they come up.

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 has a school-based leadership team that meets regularly and is responsible for developing school-wide instructional improvement planning in which data is regularly reviewed, program implementation is monitored, and, if needed, is adjusted to ensure all students meet the state's academic achievement standards. Additionally, the school system collects and analyzes individual student data in order to determine which students are at risk for not reaching grade level standards. After students are identified as "at risk" they are referred to the student support team and a supplemental service individual plan is developed based on individual student needs and parent/teacher input. Parents are provided information regarding their child's progress and are given an opportunity to meaningfully participate in the process. Our homeless students are identified upon initial enrollment or by grade level guidance counselors and are then referred to our Homeless Liaison for determination of needed services. EL students are supported through ESL classes and the individualized EL plan through state, local, and federal funds. In addition, federal funds are used to supplement state funds in hiring additional staff members at each school in order to provide an instructional program that meets student individual needs. In addition, federal funds are used to provide supplemental staff assistance to students experiencing academic difficulties.

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.

The staff will consistently use state performance data to guide instructional decisions and maintain school-wide and district-wide data systems each year. Data meetings will be scheduled each year in order to analyze all ongoing sources of data. Data will be interpreted in order to examine effective strategies to raise student achievement and monitor the implementation of instructional changes. Based on data analysis, teachers will determine whether to continue instructional improvement strategies in its current form, modify or extend the approach, or try a totally different approach. The school level vertical alignment team (math and reading) grades K-4 and instructional coaching staff at each school will also utilize school wide and district wide data sources to routinely, consistently, and effectively monitor the curriculum, monitor the school-wide goals, and use data as a part of the ongoing cycle of instructional improvement. The school level Continuous Improvement Planning Committee is also responsible for reviewing all comprehensive needs assessment data and determining the success of the plans funded through federal sources. Based on evaluation data, the school level committees must determine whether to continue, revise,

or begin new plans to meet the needs of the intended population. The planning process encompasses identifying all data sources, a thorough analysis of all data and determining data trends, determining academic areas/concepts that are in greatest need of improvement, discover which subgroups are in the greatest need of improvement and in what subject areas/concepts, utilize school wide needs assessment to determine and prioritize weaknesses, involve all relevant stakeholders in the improvement process, and commit district funds as needed for the plan. This process provides a framework for ensuring annual revisions and success of the plans funded with Federal monies. Throughout each year, the District Consolidated Team will monitor this process. Additionally, school level ACIPs will be reviewed and revised as needed during the school year based on the needs of our students.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required and 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.

Albertville City Schools strives to provide equal educational quality to all students. The system is composed of seven schools (K, 1-2, 3-4, 5-6, 7-8, 9-12) and the Albertville Innovation Academy (9-12). Students from various ethnic and social classes are randomly distributed in classes. Additionally, all teachers and instructional paraprofessionals meet the highly qualified by state standard requirements under ESSA. If any teacher or instructional paraprofessional is hired due to no availability of qualified applicants, the district will develop a plan of action to ensure they obtain highly qualified status within a specified time. This may include taking and passing the Praxis of WorkKeys exam or working with the ALSDE certification department for a special alternative certificate. The collaboration of resources from Title I and Title II will be used to ensure that all staff obtains highly qualified status. In addition, parents are informed of their "Parents Right to Know" each year. Additionally, the system participates throughout the year in teacher recruitment activities in order to attract the highest quality staff for all of our students. The system also implements a mentor program for all first year teachers in order to support and strengthen sustainability of high quality teachers.

6. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under section 1111(d)(1) regarding Comprehensive Support and Improvement (CSI) schools. The local education agency must include how it will develop and implement a CSI plan in partnership with stakeholders that takes into account the accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment, identifies resource disparities, and is approved by the school and the local education agency.

For the 2025-2026 school year, Albertville City Schools does not have a school that has been identified as a Comprehensive Support and Improvement (CSI) school. If a school receives this designation in the future, ACS will implement a plan of action to develop a CSI plan that directly addresses the factors leading to this designation and identify strategies for mitigating those factors and improving the school program of that respective school. All stakeholders - system-level staff, school-level staff, parents, students, and community members - will have the opportunity to be part of the improvement process through advertised meetings that share information and allow time for input regarding the current status of the school. The accountability indicators that determine the school's improvement status will be clearly explained as well as possible solutions identified and discussed. Through this collaborative effort, evidence based interventions will be identified from both stakeholder input, a school-level needs assessment, and an investigation for potential resource disparities. With stakeholder involvement and input along the way, a formal plan of action will be created and provided to the ACS Board of Education for approval.

7. Sec. 1112(b)(3)

If the local education agency provides public school choice as described in 1111(d)(1)(D) to students enrolled in a school identified for Comprehensive Support and Improvement (CSI), describe how the local education agency gives priority to the lowest-achieving children, how the local education agency ensures that a student who uses the option to transfer shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school, and how the local education agency permits a student who transfers to another public school to remain in that school until the student has completed the highest grade in that school.

With the exception of grades 9 - 12, all students attending schools in Albertville City have one option for which school they attend based on their current grade level. Students in grades K-8 would need to transfer to a different public school district or enroll in a private school of their choice if they are to utilize public school choice and attend a different school. Currently no schools in Albertville City have been identified as a CSI school. If one of the two high schools in Albertville City are ever identified as CSI schools, students electing to utilize public school choice would be allowed to enroll in the other high school and attend classes and participate in other activities in the same manner as other students at the respective schools. The student would also be permitted to remain in the new school until the student has completed the 12th grade. In the event that one high school has established capacity limits, students attempting to utilize public school choice would be ranked in order of priority based on lowest to highest achieving students. Priority for transferring to the other high school would be given to those students who have been deemed as the lowest-achieving students until that respective school's capacity has been reached.

8. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under 1111(d)(2) regarding Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools (if applicable). The local education agency must include how it will support a school in developing an improvement plan in partnership with stakeholders that takes into account the accountability indicators for each subgroup of students for which it is identified and includes evidence-based interventions. The local education agency must include how it will approve the plan and monitor its implementation, including how the local education agency will take additional action following unsuccessful implementation of the plan after a number of years determined by the local education agency.

Albertville City Schools does not have a Targeted Support and Improvement School (TSI) or an Additional Targeted Support and Improvement (ATSI) for 2025-2026.

If needed in the future, the ACS Superintendent, Assistant Superintendent, Chief Academic Officer, Chief Operations Officer will coordinate with the school administration, Leadership Team, and the school's stakeholders to develop an improvement plan to review the accountability indicators and student subgroups that factored into the designation as a TSI school. Upon reviewing the data, the team will identify priorities and goals for addressing the accountability indicators and plan action steps designed to improve those indicators. The Central Office staff will develop a plan to periodically review the progress of the action steps and report on the progress with the involvement of other stakeholders. Near the end of the school year, an evaluation of the plan will be completed by Central Office staff in coordination with school's staff and stakeholders to determine appropriate steps moving forward. At that time, recommendations will be made based on the evaluation and updated school report card for future steps to continuous improvement.

9. 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 percentage of children from low-income families is determined by School Lunch Applications and information that is automatically imported (Direct Certification) to the school system database. With this information, Albertville City Schools determines which schools are eligible to participate in Title I funding. If Title I funds are not sufficient to serve all eligible schools, Albertville City Schools will serve schools with the greatest poverty levels beginning with the lowest grade. Due to the addition of Albertville Innovation Academy (9-12), ACS used the Rank and Serve method for FY26. Schools within the district were first grouped by grade span and then each group was ranked based on the percentage of low-income students in each school. Once the schools were ranked by poverty levels within each grade span group, Title I funds were distributed to the highest-ranked schools within each group. Albertville Innovation Academy received the highest per-pupil-allocation of \$155.00, while Albertville High School received the lowest with \$80.00.

10. 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.

ACS conducts a thorough needs assessment to identify student needs and gaps in learning outcomes, then a plan is created to address identified needs, focusing on evidence-based strategies to improve academic achievement. Title funds are blended with other federal, state, and local funds to support schoolwide programs. The nature of the programs conducted by ACS will address academic and nonacademic needs; such as, literacy workshops and behavior interventions. ACS will involve parents and the community in supporting student success, provide preschool services for low-income or at-risk children, and provide training for educators to improve instructional practices and effectively support students. The system will ensure that Title resources are used strategically to address inequities in educational opportunities and outcomes. Schoolwide programs aim to enhance the overall educational program of a school to ensure all students, particularly those who are disadvantaged, achieve proficiency on challenging state academic standards. This approach allows schools to use Title funds flexibly to upgrade the entire instructional program. There are no Neglected or Delinquent Facilities located within our district boundaries. However, if the need arises, students labeled as neglected or delinquent enrolling in our district would immediately receive all supplemental services provided through Title I.

11. 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.).

It is the policy of Albertville City Schools, to the extent practicable under requirements relating to education established by state law, that each eligible child of a homeless individual and each eligible homeless youth have access to a free appropriate education comparable to other education provided the children of district residents who are not homeless, without isolation or stigma. All students complete a Residency questionnaire during initial and returning enrollment in order to determine eligibility. Eligible students are then referred to the Homeless Liaison. The Homeless liaison reviews the case file and determines eligibility, and coordinates services. Services may include academic assistance, tutoring, school supplies, stipend for extended day programs, personal hygiene and clothing items, field trips, and school fees and dues. Furthermore, all efforts will be made to accommodate the needs of homeless students through a coordinated effort with the school system and outside agencies. Homeless students have equal access to all programs provided by Albertville City Schools. Homeless students are immediately enrolled.

12. 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.

Albertville City Schools currently operates a Pre-K program at AKPK. Office of School Readiness funds are used to support the AKPK pre-school program. The AKPK preschool classes follow the Office of School Readiness guidelines and implements the Alabama Developmental Standards for Preschool Children in its programs. Also, Head Start operates four classrooms within our attendance boundaries. Coordination between programs includes eligibility and service provision for special needs students attending the Head Start program and coordinated transition services for students who will be attending Albertville Kindergarten and PreK School. Special Education Services are provided at both the Head Start facility and school. Additionally, transition services include organized visits to AKPK in order to facilitate a uniformed transition to Kindergarten.

13. 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.

All Albertville City Schools are school-wide Title I schools

14. 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.

Completion of 4 year plans with revisions annually

Individual meetings with college representatives

Attendance at community college and career fairs

Whole group guidance lessons regarding education and career trends

Assistance in the completion of college applications

Student and parent workshops regarding college and career trends

Assistance in the completion of FAFSA

Full-time Albertville City School Career Coach

15. 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.

Promotion of dual enrollment opportunities during registration period each year

Assistance with the completion of college applications

Completion and submission of appropriate dual enrollment

Collaboration with Career Coach in assessing student career interests

Whole group guidance lessons addressing career interests

16. 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).

Alberville City Schools identifies discipline trends and disaggregates sub groups through an analysis of our Office of Civil Rights data report, our yearly SIRS report, PowerSchool data, and all other data submitted by administrators regarding discipline practices. Administrators are provided information and training opportunities on Positive Behavior Supports strategies. In addition, administrators are trained to identify bullying and strategies to address bullying and negative behaviors. The school system employs a behavior specialist, a bilingual Social Worker, and a Mental Health Service Coordinator, in addition to contracting with Mental Health service providers to support students with significant behavioral problems. These students may be referred to outside counseling agencies. Special Needs students are provided behavioral support plans and additional behavioral specialists are contracted to work with these students and staff. In addition, the superintendent must approve all disciplinary actions that result in a removal of more than ten days.

17. 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.

CTE by design incorporates experiential learning through live work in labs and/or shops, but to meet the demands of the occupations and industries of your workforce region and state you must lean on partnerships with local businesses and industries to provide work-based learning experiences and the opportunity for apprenticeships with business and industry. The model for success with any CTE program is to use those first experiences taught at the middle school level and to foster and grow those experiences throughout high school that creates an interest in programs that can provide work-ready skills. The decision of the LEA to support CTE programs begins with ensuring that the CTE programs meet industry standards and that the students are being taught by highly qualified CTE teachers that have industry experience. CTE teachers are the best example of integrating academic content into their lessons. The focus of content-specific vocabulary for the variety of programs offered produces a robust amount of vocabulary that will not be taught in the academic classroom. The learning opportunities that are afforded to CTE students are richer in context than an academic class due to the nature of hands-on learning and the ability to apply those skills to a certain task. The use of work-based learning and apprenticeships in high school allows the student to understand what it takes to become successful in that career. All too often schools focus on academic measures and leave CTE behind, but the focus should be to teach the whole student. The academic and career needs of the student should be the primary focus so that the school can create a college or career ready student. Both AHS and AIA incorporate experiential learning opportunities into the CTE program by partnering with local businesses and industries to coordinate real-world experiences in the classroom and in the field through internships, job-shadowing, and work-based learning opportunities. In addition, partnerships with business and industry provide equipment, materials, and training for ACS students that provide for unique learning experiences and also support the business and industries involved in the partnership through mutually beneficial projects.

18. 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.

Albertville City Schools employs a certified teacher to direct and supervise the work-based learning program at Albertville High School and Albertville Innovation Academy. In addition to the 90+ students who receive co-op credit for their work experiences in local business and industries, the teacher also monitors other students who are employed in the community but do not receive credit for their work experience. The work-based learning coordinator works closely with the career coach to assist these students with opportunities to enhance their future. Additionally, a contracted teacher is employed to serve as a job coach for special needs students to assist with job skill acquisition and supervising work experiences with local businesses.

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

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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.

Albertville City Schools support the identification and instruction of gifted and talented students through the administration of high quality identification measures, and advanced curriculum for both gifted resource and regular classrooms. The identification of gifted and talented students requires multiple measures, including intellectual ability tests that identify students within diverse/underrepresented populations. State and local funds will be used for verbal and nonverbal intelligence tests that are suitable for identifying high ability students. In addition, regular classroom teachers require additional instructional supports to serve gifted and talented students in the regular classroom. Currently state and local funds are utilized to fund the gifted program. However, if it became necessary, Title I and Title II Funds may be used to provide classroom teachers with curriculum specific professional development specifically designed for high ability learners, in order to provide students access to greater challenge, depth, and complexity within the curriculum.

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

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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.

Currently, local and state funding is used to enhance the curriculum, promote information skills, and encourage ethical behavior through the purchase of quality reading materials and electronic programs and through lessons designed by library media specialists on the subjects of digital literacy, evaluation of online sources, and plagiarism. School libraries emphasize reading as the key to success in life and as the foundational skill to academic achievement; therefore, certified library media specialists acquire the latest books to encourage independent reading and to foster lifelong reading skills. The library media specialist collaborates closely with all stakeholders in order to provide materials and technology that enhances the curriculum. They continuously collaborate with instructional coaches and teachers in order to provide lessons and skills to improve students' achievement and to provide materials that are current, informative, and enjoyable for the students. With input from teachers and staff, materials purchased for the media center are relevant to the curriculum. Input from staff and students allow the system to purchase materials that meet the different interests and abilities of all students. By participating in regular professional development, the library media specialists are able to develop the knowledge and skills that allow us to incorporate existing and developing technologies into the classroom. By teaching the students Digital Citizenship at regular intervals through the media center, the library media specialist encourages students to follow applicable laws relating to copyright and fair use. The LEA will continue to support the media centers through the purchase of books and eBooks and other materials that will enrich and support the curriculum as well as the personal needs of the students, taking into consideration

their varied interests, abilities, maturity levels, and learning styles through state and local monies. If needed, Federal funds could also be utilized to support these endeavors to develop digital literacy and generate improved academic achievement.

21. 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 agency will involve parents and family members in jointly developing the LEA Consolidated Plan under section 1112, and the development of support and improvement plans for any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) as described in 111(d)(1) and (2).

The Albertville City Schools Federal Programs Director facilitates the Consolidated Federal Programs Stakeholder Meeting in the Spring and Fall of each school year. During these meetings, faculty, parents, students, community members contribute to the development of District-wide Consolidated Parent and Family Engagement Plan. In addition, there was collaboration through June, July, with relevant stakeholders in the development of the plan. Sources used in the development of these policies and plans include department level meetings, individual school level meetings, ACIP reviews, staff surveys, annual parent survey results, and parent-teacher conferences. This policy and all school policies will be posted on our system and school websites making them available for parent comments and suggestions. This policy is a working document subject to review and revision. The survey of parents at the beginning and end of each year helped identify barriers to parental involvement as well as strengths and challenges to the district plan. Furthermore, parent representatives from each school will serve as a point-of-contact for other parents, and will work with the local school Federal Programs Liaisons to ensure that parents receive information in a timely manner.

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.

Albertville City Schools will provide the following necessary coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. The Federal Programs Director will provide the following: District oversight and leadership; Guidance and support on the appropriate use of parent involvement funds and review school level Parental Involvement Policies, School CIP plans, and School-Parent Compacts to ensure compliance; Maintain and support with appropriate information and training for parental volunteer opportunities; Facilitate district level stakeholder meetings; Assist in the development of parental leadership through PTOs and other recognized groups; Identify and publicize promising programs and practices related to parental involvement.

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.

The positive role that families play in student achievement has been well documented. Albertville City Schools know that students perform better when their parents are actively involved in their education; thus, we must ensure that each school creates a climate that makes parents comfortable and gives them meaningful opportunities to participate and support their children. We must also recognize the unique needs of students and families and explore parental involvement events and activities that will provide parents with multiple opportunities throughout the year to be an active participant in their child's academic achievement and development. Each school begins the year by participating in an Open House with flexible hours to accommodate families. Parents are encouraged to come and meet their child's teacher and the school staff. Parents are also encouraged to sign up for volunteer opportunities throughout the year. Parent teacher conferences are scheduled during the year as needed on an individual basis. Parents are given a weekly calendar of all parental activities (science fairs, art fair, PTO Programs, Parental Involvement Night, etc.). In addition, parents are encouraged to participate in parent surveys that are conducted each spring. Furthermore, each school utilizes a Learning Management System to provide information throughout the school week in order for parents to have access to the latest data/ information regarding their child.

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 Title I, Part A, that includes identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

The input and suggestions from parents are an essential component of the district-consolidated plan and school level ACIP plans. Albertville City Schools will conduct annual surveys of parents to identify barriers to parental involvement as well as strengths and challenges to the district and school level plans. The Federal Programs Liaisons will conduct the surveys at each individual school and the survey results will be utilized in order to help develop and revise this plan. The parent survey results will be disseminated at the district level Consolidated Federal Programs meetings and members of the District Consolidated Federal Programs Committee will include parent representatives from each school who will provide input into the development of this plan. These parents will serve as a point-of-contact for other parents, and will work with the local school and Federal Programs Liaison to ensure that parents receive information in a timely manner. To ensure that all information related to the district, school, parent programs, meetings and activities are available to all parents in an understandable uniform format, each school will send home a calendar of monthly events to parents, and staff will utilize a calling system to remind parents of upcoming events in their native language. Parent notifications and resources will be provided to parents in the parents' native language, when applicable, and interpreters are employed at each school and will be available at parent events and meetings. Information placed on our school website will be translated to the extent practicable. The district will also utilize the School Messenger mass calling system, school websites, local news media, social media sites and other school message systems to post information for parents.

E. 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 Title I, Part A, that includes identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. Throughout the school year, parents are provided materials and training on such topics as literacy/mathematics and using technology in order to help parents work with their children to improve their child's academic achievement. Parent support is given in the state academic standards, state and local

assessments including alternate assessments, the requirements of Title I Part A, how to monitor their child's progress and how to work with educators. Grade level meetings are held at the beginning of the school year to help parents become familiar with curriculum classroom standards, homework policy, assessment, proficiency levels that students are expected to achieve, and directions to access their child's grades, discipline, and attendance. Additional activities to support parental engagement are scheduled throughout the year.

F. 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 Title I, Part A, that includes identifying strategies to support successful school and family interactions.

Promote advertising and encouraging parents to participate in school activities

Providing a translator as needed for parental engagement

Asking parents to serve on the Consolidated Federal Programs Committee

Encouraging parents of pre-school age children to utilize the OSR Preschool program, Head Start or Migrant funded Pre-K programs

Additionally, the system identifies one person at each school to serve as the Federal Programs Liaison. This individual provides support to assist in planning and implementing effective parent and family engagement and serves as a school liaison in order to nurture a supportive spirit among the school, parent and community. The System also employs a Federal Programs Director that provides guidance and support to administrators and the Federal Programs Liaisons through emails, telephone calls, meetings, etc. and reviews school level parent and family engagement policy/plan to ensure compliance, including documentation from parent meetings showing it was developed jointly with parent input.

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

G. 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.

Albertville City Schools will provide, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include measures to identify barriers that limit participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also address identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel, teachers, and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies. ACS will annually implement the following strategies: Annual Parent Meeting, evaluate feedback from parent representatives at each school, conduct surveys (take-home, mailed, electronic), offer a variety of opportunities for parents to be involved in their child's education, publicize (website, school messenger, flyers, social media etc.) all activities in multiple ways and in native languages to ensure families are informed.

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

H. 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.

Albertville City Schools will involve parents in the joint development of its LEA parental involvement plan and activities at each school. Parents and families will be invited to serve on the Consolidated District Planning Committee and provide suggestions for annual revisions of the LEA Parental Involvement Plan. The committee is comprised of parent representatives from each school, community members, faculty and other stakeholders to provide leadership and advisement on matters related to parental engagement, in Title I, Part A programs as well as other issues related to district wide consolidated programs plans.

Parents and families will be invited to serve on each school's improvement planning committee in the development of the Continuous Improvement Plan (ACIP) for that school.

Each Title I school will notify families of the date of its Annual Title I Meeting and invite them to participate. Schools will conduct annual meetings that provide information concerning the school's participation in the Title I program and the rights of parents and families under The Every Student Succeeds Act of 2015.

Each Title I school will conduct meetings at flexible times to accommodate the schedules of parents and families.

Sec. 1116(e)

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 school involved, the parents, and the community to improve student academic achievement, the local education agency shall:

I. 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.

Albertville City Schools will provide assistance to parents of children served by the school or school district, as appropriate, in understanding the following topics:

- The challenging state academic standards;
- State and Local Academic Assessments including Alternate Assessments;
- Requirements of Title I, Part A;
- How to monitor their child's progress;
- How to work with educators;

ACS will provide parental engagement opportunities throughout the school year for parents to gain knowledge in these areas. Parents will be provided a monthly calendar of dates and locations for parental engagement activities. This information will be shared via newsletter, school website, and social media platforms.

J. 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.

Albertville City Schools will, with the assistance of the individual schools, provide materials and training to help parents and families to work with their children to improve their children's academic achievement, such as literacy training, and use of technology, (including education about the harms of copyright piracy) as appropriate, to foster parent and family engagement. Parents will be provided a monthly calendar of dates and locations for parental engagement activities. This information will be shared via newsletter, school website, and social media platforms.

K. 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.

The Federal Programs Liaisons at each school shall engage with school personnel and teachers to provide strategies that can be incorporated as it relates to the needs of parents and family members assisting with their child's learning. Parents will be invited to speak with school staff and faculty to share personal experiences as it relates to student success. Community field trips will be conducted with school personnel and neighborhood workshops will be held.

L. 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.

Albertville City Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, OSR Pre-K programs, and other state funded pre-K programs in the district, and conduct other activities that encourage and support parents in more fully participating in the education of their children. Additionally, faculty and staff from those programs shall be invited to attend parental engagement activities that focus on Kindergarten transition initiatives. Also, parents may tour the schools and receive information to help prepare them and their children for kindergarten. AKPK will coordinate with these programs to ensure that parents are informed about available resources.

M. 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.

To ensure that information related to district, school, and parent programs, meetings and activities are available to all parents in an understandable and uniform format, each school will ensure that to the extent feasible and appropriate parent notifications and resources will be sent home in parents' native language. The district will utilize TRANSLACT and local translators to accomplish this. Furthermore, when applicable, interpreters will be available at parent events and meetings. Information posted on the district website will be translated to the extent practicable. The district will also use School Messenger, school websites, local news media, district social media site, and other school messenger systems to post information for parents.

N. Describe how the local education agency will ensure it provides such other reasonable support for parental involvement activities under this section as parents may request.

Albertville City School shall provide such other reasonable support for parental involvement activities as parents may request.

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

Albertville City Schools will, with the assistance of its schools, parents, and families, educate its teachers, specialized instructional support personnel, principals, and other school leaders, in methods to reach out to, communicate with, and work with parents as equal partners, in the value and utility contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. The School Leadership Team at each school will meet regularly to ensure school success by informing and empowering parents to support their children's learning at home. In addition, parents will be given the tools necessary to support student achievement while participating in the making of informed decisions about their child's learning, thus participating in the improvement process at school. Furthermore, each Title I school will, with the input of parents, and families, develop a home-school compact outlining the responsibilities of the school, students, and parents in the education of each child.

P. Describe how the local education agency 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.

Albertville City Schools 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 activities. Additionally, throughout the school year parents are provided materials and training on such as literacy/mathematics and using technology in order to help the parents work with their children to improve their child's academic achievement.

Q. Describe how the local education agency 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.

Albertville City Schools may pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and childcare cost, to enable parents to participate in school-related meetings and training sessions as parents may request.

R. Describe how the local education agency may train parents to enhance the involvement of other parents.

Albertville City Schools has established parent representatives at each school. ACS may train parent representatives at each school to enhance the involvement of other parents in parental engagement activities.

S. Describe how the local education agency 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.

Meetings may be arranged at a variety of times, or may be conducted in home and in the workplace for parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

T. Describe how the local education agency may adopt and implement model approaches to improving parental involvement.

The ACIP plans contain a parental involvement section that is continually visited and updated as needed. Also, the Federal Programs Liaisons analyze and ensure that the district and schools are implementing model approaches to improve parental involvement.

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

Parent advisory councils are established through each school located in Albertville City Schools. Also, these parents serve as representatives on the District level parent advisory council.

V. Describe how the local education agency may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Albertville City Schools will communicate with organizations and businesses in order to encourage building community partnerships with our schools as well as the district in order to foster parental involvement in such areas as:

Allow time off from work to attend school related meetings

Provide tutors

Have community and business leaders as speakers at parent meetings and workshops

Donate to schools on behalf of parents who are employees or members

Sponsor School wide events promoting student achievement

Sec. 1116(f)

W. Describe how the local education agency will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

The ESL teachers and support staff are available to translate information for parents during parent meeting meetings and with written documents sent to parents. Also, all compacts, parental surveys, and information related to parental and family engagement opportunities are provided to the parent in their native language.

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 minutes and agenda from the Federal Programs Consolidated Plan Advisory Council and school level Parent Advisory Committees will be evidence of the LEA Parent and Family Engagement Policy being developed jointly with parents and children participating in Title I, Part A programs. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2024.

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

09/30/2025

PLAN APPROVED BY (Person or Entity)

Albertville Board of Education

DATE OF APPROVAL

09/16/2025

Parents Right-to-Know Required Information

(1) INFORMATION FOR PARENTS

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

(i) Whether the student's teacher-

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

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

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

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

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

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

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable

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

Assurances

LEA Consolidated Plan Assurances

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

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

below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))