

**Troy City (199) 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.

The teachers of Troy City Schools teach the standards as required by the ALSDE. Local curriculum maps are also used by teachers to ensure that the standards are taught in a timely manner. These maps are put together by a committee of teachers and curriculum supervisors to ensure that all of the schools in the district are moving through the curriculum at a consistent pace. The curriculum maps are revised and updated each year under the guidance of teacher leaders, curriculum coordinators, and instructional coaches. Test data is utilized throughout the year to determine the effectiveness of the curriculum maps.

Grades K-12 teachers will monitor student progress by utilizing data from the mandated state assessments which will help determine the success of students in meeting the state's student academic performance standards. These assessments will also be used to provide information to parents and students, assist in diagnosing, teaching, and utilizing appropriate learning strategies, evaluate program effectiveness, determine and provide professional development, and revise program components if necessary. The Troy City School System participates in the following state assessments to ensure high quality instruction and determine student success in meeting the state student performance standards:

#### ACAP Summative/Alternate-Grades 2-8, 10 and 11

ACAP Summative is aligned with College and Career Readiness Standards and is directly linked to the ACT College and Career Readiness Benchmarks which gauge students' progress in English, Mathematics, Reading, and Science. The reading and math section of this assessment will be administered in grades 2-8 this year. The science section will be administered to students in grades 4, 6 and 8.

The ACAP Alternate is aligned to Alabama's Alternate Achievement Standards.

#### PreACT Secure Online - Grade 10

PreACT is used to establish a growth score for high school state accountability measures and to determine students' progress toward college and career readiness.

#### ACT Plus Writing – Grade 11

ACT Plus Writing scores may be used for post-secondary admission. All of the ACT assessments are indicators of growth or lack of growth in the area of college and career preparedness.

#### ACT WorkKeys – Grade 12

Measures of foundational work skills required for success across industries and occupations.

#### ACCESS for ELLs – Grades K-12

Administered to any student identified as limited English proficient. The WAPT assessment is used to measure language acquisition proficiency. An Alternative ACCESS for ELLs can be administered to EL students with severe cognitive disabilities and who also participate in the ACAP Alternate state assessment.

NAEP - National Assessment of Educational Progress administered to selected schools across the state to students in grades 4 and 8.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)- Grade 11

PSAT/NMSQT scores may be used to help juniors create a clear path for their post-secondary plans and attain various scholarships.

Districtwide Benchmark Assessments:

aimsWebPlus

iReady

ELS ACT Pathways

Districtwide Diagnostic Assessments:

SPIRE

iReady

VMath

TransMath

Read180

Test results indicate the level of success of the students served in meeting the state student academic achievement standards. Therefore, the yearly release of test scores is to provide information to teachers, parents, students, and community members on progress being made toward meeting the state student achievement standards. Test results for all schools located in the school system are released by the central office in a public forum: board meetings, news releases, parent advisory meetings, and school meetings. Distributed test information includes each school's results and the school system's overall results. In a comparable format, state and national results are released along with the school system's results. Particular attention is given to the test results of each grade level, subject area, and identified sub-group.

Each teacher is provided copies of the Alabama State Courses of Study and local curriculum maps. Teachers are responsible for planning and implementing their instruction based upon the contents of these documents and in response to the individual instructional needs of students including those with lower present levels of performance. The test results are examined by the system staff members using state reports and local data reports to assist in the diagnosis of strengths and weaknesses so that revisions to the local school programs, including Title I, can be implemented. The objective is that all students meet the state student achievement standards as well as the Troy City curriculum. Grade distribution, failure lists, and formative assessments will be examined by the principal, school staff, and central office so that steps can be taken to revise the curriculum during the school year to meet the changing needs of the students.

In addition, feedback opportunities will be given to students, parents, and teachers in order to identify school characteristics that they consider to be of importance and concern at each local school. The information gained will be considered and areas of concern will be addressed with students, parents, teachers, and administrators.

## **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.

Services are provided for all students in schoolwide programs with an increased emphasis on helping at-risk students (migrant, immigrant, English Language Learners, students with disabilities, homeless, foster care students, neglected/delinquent, and economically disadvantaged) achieve local and state goals of high achievement.

To identify students who may be at risk for academic failure, universal screeners through aimswebPlus, iReady, and ELS ACT Pathways are used in grades K-12. Moreover, state assessment data is reviewed before the beginning of each school year to further identify students in need. The reports in PowerSchool also show students who have risk factors such as low attendance, low grades, and excessive discipline referrals. These reports are used in the MTSS meetings to develop plans for struggling students.

Although each school's ACIP is written to meet SDE requirements, each varies in composition and strategies to meet the individual needs of each school and the students. Troy City School's ACIP plans are reviewed and monitored throughout the school year by each individual school (TES, CHMS, and CHHS). Other progress monitoring tools include the following:

1. A-F Report Card (system and school)

2. Annual Retention Rate
3. MTSS Intervention Lists
4. Average Daily Attendance
5. SIR Reports
6. System Average Current Expenditures per child in ADA
7. System Direct Certification Free Meal Status
8. Stakeholder Surveys
9. Student Progress Reports
10. Graduation Rates
11. Reports (PowerSchool)

### **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.

Troy City Schools use information obtained from the state assessments, aimswebPlus, iReady, ELS ACT Pathways, along with additional assessments to assist in diagnosing learning gaps and teaching students to mastery. A plan of action is formulated for each student failing to meet proficient or advanced levels of academic achievement. Results of all assessments are analyzed annually for comparability.

Students in grades K-12 identified with academic difficulty in reading and math are provided intervention classes taught by certified teachers using evidence based tier 3 curricula. These classes are designed to meet these students' individual needs and are offered as part of the daily curriculum.

Identified students who have academic difficulty may be referred to the Multi-tiered System of Support team (MTSS). Parent conferences and notification for identified students will be held to discuss identified strategies to use at home and to provide support at school. Students that are identified as experiencing severe behavioral problems may also be referred to the MTSS team for the team to consider if the student needs additional wrap around supports.

#### 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.

Troy City Schools emphasizes and encourages high expectations of both teachers and students. Reform efforts already in progress will be expanded to increase expertise to affect the needed changes that will allow us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. In response to the results of the Comprehensive Needs Assessment, the following goals have been identified and agreed upon by faculty, staff, parents, and community members of each school-wide project. Specific instructional programs and strategies are located in each school's ACIP. These may include:

Alabama Reading Initiative (ARI)

AMSTI

Edmentum

SPIRE

VMath

TransMath

Read 180

iReady

Lexia

iReady

The committee at each school will continue to meet with the system Federal Programs Coordinator to plan and implement local, state, and federal budgets and guidelines. Other system coordinators/administrators will also continue to work closely with the schools to ensure cross program coordination and to address system-wide needs of all students (migrant, immigrant, English Language Learners, students with disabilities, homeless, foster care students, neglected/delinquent, and economically disadvantaged) to meet state proficient and advanced levels of student academic achievement on state content standards. Although most needs, goals, and activities are planned for both teachers and students at the local schools, others are addressed system-wide.

The Troy City School system, through our commitments and with the help of the committees, ensures that measures will be taken to provide equitable participation for all students, personnel and programs operating under this consolidated plan. Furthermore, all students will have an opportunity to achieve high academic standards.

**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.

Student assessment data will be reviewed to identify any gaps in student achievement among low income and minority students. Teacher data will be reviewed from the Alabama Teacher Observation Tool and the district's Educator Effectiveness Plan and principals will be strongly encouraged to place their most effective teachers with their lowest achieving student groups. Professional development opportunities will be provided to strengthen skills and improve knowledge of all teachers.

Troy City Schools diligently strives to employ only teachers who are certified in the content area to which they will be assigned. In addition, during the school year, our system reviews and certifies the tri-annual LEAPS report to ensure that all teachers are qualified, teaching in-field, and meet certification requirements by the state of Alabama. If a teacher is not properly certified to teach the assigned subject(s) and grade(s), an individual teacher's plan must be on file for achieving state certification.

**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.

The Federal Programs Advisory Committee and the Alabama Continuous Improvement Planning (ACIP) Committee participate in developing, reviewing, and revising policies and plans such as the Troy City Consolidated Plan to include all local, state, and federal regulations. The committees meet as needed for the purpose of reviewing pertinent information about the Comprehensive Support Title I Program and its direct relation to the other instructional programs in the Troy City School System to help students meet high state achievement and content standards. The committees are made up of representatives from all constituency groups including central office supervisory staff, administrators, teachers, parents and community. Members are responsible for any decision-making (program or financial) regarding the Consolidated Plan and distributing any information needed to their stakeholder groups. Input from parents and community members is actively sought in order to ensure that student needs are identified and that all available community resources are being utilized.

Committee representatives are selected because of their dedication and interest in the success of our students and schools. For the limited English proficient parents involved, written communication may be translated into the needed native language using TransAct or a translator through Language Line. An important component of the planning process is identifying the needs of a diverse student body and making accommodations in order to serve the needs of homeless students, students in foster care, minority students, economically disadvantaged, special needs students, English Language Learner students, and neglected and delinquent students to meet state proficient and advanced levels of student academic achievement on state content standards.

The Consolidated Plan is reviewed and monitored throughout the school year. Implementation of the plan is reviewed periodically at committee meetings. These committees are responsible for reviewing data included in the plan to determine a goal increase in academic achievement and other indicators of success. Goals and progress are communicated to the faculty, parents, students, and stakeholders through Annual Parental Involvement Meetings, PTO Meetings, Parent Advisory Meetings, electronic media, and newsletters to ensure a shared commitment for a quality education for all students in Troy City. The Consolidated Plan is posted on the Troy City School System's website and copies of the plan will be located in the Federal Programs Coordinator's office, principal's office, and the media center in each school. Notification will be provided in several ways (school website, system website.) that this plan will be available for review. If a parent disagrees with any aspect or component of the Troy City Consolidated Plan, that parent can contact the school system's Federal Programs Coordinator at the Central Office. Any written concerns, if not resolved at the local level, will then be forwarded to the State Department of Education (SDE) Federal Programs Coordinator.

The Troy City School System is involved in an ongoing process to provide a stronger coordination of all programs to better support the needs and efforts of the schoolwide strategies for improvement. The Board of Education, superintendent, administrators, and committee members all agree that each Title I School is a unit for change and school improvement. All schools in Troy City are served as Title I Schoolwide schools based on the free/reduced count for the 20 days after Labor Day attendance data. Funds are distributed to the schools based on the poverty count. After completing a needs assessment, each school completes a Continuous Improvement Plan (CIP) to address the needs of the individual schools. The individual schools provide programs and services to the students and families that the schools serve. The services include academic instruction and remediation, social services, health services, parent involvement, Alabama Reading Initiative, Alabama Math, Science and Technology Initiative, and tutoring. Our primary purpose is to upgrade the entire educational program of all schools. This is accomplished through the coordination of programs with local and state education improvement efforts. Schools focus on the implementation of educational strategies that increase the amount and quality of learning time and provide a high quality curriculum for all children to meet the state's challenging standards. Professional development supported in school-wide programs is on-site and job-embedded. Plans are updated and revised based on student achievement data and needs assessments. The involvement of the community and staff at each school in planning and implementing improvement initiatives is critical to the success of all programs, and each school has the professional capacity to make decisions which affect the quality of education at each local school.

The Troy City School System is committed to improving teaching and learning through greater vertical alignment coordination, planning, service delivery of federal programs, special education service, community education, parent involvement programs, and professional development. Those federal programs include:

Title I, Part A: Improving the Academic Achievement of the Disadvantaged

Title II: Preparing, Training, and Recruiting High-Quality Teachers and Principals

Title IV: Student Support and Academic Enrichment

Title V: Rural Education Achievement Program

Lastly, the Troy City School System is committed to producing responsible, productive college and career ready citizens by providing a quality education for all students in a safe environment. This will be accomplished through a comprehensive, developmentally appropriate, and challenging curriculum taught by a certified staff.

**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.

We do not provide public school choice at this time.

**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.

Presently, no schools in the Troy City School System operate under a Targeted Assistance Program. However, Troy City School System will identify students experiencing academic difficulties and provide timely instructional assistance to help these students in the school for which eligibility criteria is met. The

program will include educational programs for the disadvantaged, disabled, gifted, and limited English proficient.

### **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 poverty criteria used to select eligible attendance areas will be the number of children eligible for free meals through direct certification under the National School Lunch Act. Schools will be determined eligible based on the highest percentage of need and with at least 40% (schoolwide) of the children from low-income families. Troy City Schools has one school for each grade band of students.

### **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.

There are currently no local day schools or residential facilities for neglected or delinquent children. Services for the neglected children who attend school in Troy City will be provided services through the school-wide Title I projects. All of the schools are Title I School-Wide programs.

**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.).

Homeless students require a variety of services to achieve school success and to participate meaningfully in school. School counselors have been designated to identify and ensure that appropriate services are made available to homeless students on the same basis as other students. School counselors have also been given the task of monitoring the needs, accomplishments, and struggles of homeless students and facilitate appropriate responses. Additionally, every effort is made to partner with the parents of homeless students by informing them of their rights as related to the education of their child. This school system will directly provide the following services for homeless students:

- (1) full participation in school breakfast and lunch programs
- (2) review of past school records or an evaluation to determine the child's need for special education services
- (3) full opportunities for involvement in school activities
- (4) health appraisal, to be completed by the school nurse, and completed referrals and coordination of services with community-based organizations and private health care providers for additional health services, when appropriate
- (5) assistance in obtaining clothing, shoes and grooming supplies, when needed
- (6) assistance in obtaining school supplies and materials including lab and art fees, locker fees, yearbooks, and school pictures
- (7) home visits may be conducted to provide additional assistance.

The Troy City School System has a Homeless Education Plan and a Homeless Dispute Resolution Policy on the system's website.

The LEA shall reserve the funds as necessary under this part to provide services comparable to those provided to children in schools. The Troy City School System will employ practices that increase the awareness of the Homeless Education Program. The system shall notify parents/guardians of homeless children

and youth of available resources and assist them in accessing the resources. The Troy City School System shall conduct an annual evaluation of its Homeless Education Program to determine the effectiveness of the program. The system will adjust practices and procedures as needed to improve the effectiveness of implementation and student achievement.

Definition: For the purposes of identifying homeless children and youth, the Troy City School System shall use the McKinney-Vento Act's definition of homeless children and youth. The Act defines homeless children and youth (twenty-one years of age and younger) as, "Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are (1) sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (i.e. "doubled up") (2) living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations (3) living in emergency or transitional shelters (i.e. Penelope House, Salvation Army, etc.) (4) abandoned hospitals or buildings."

The Troy City School System has identification and registration procedures in place for homeless children and youth that often go undetected. The Troy City School System will conduct training sessions with appropriate school personnel to inform them of methods of identifying homeless children without stigmatizing students and families. The system will use a Residency Affidavit which is included in each school's registration packet to facilitate the identification of homeless children, youth, and preschoolers. The parent, guardian, or unaccompanied youth will complete the Residency Affidavit at the time of registration. The school counselor may provide appropriate assistance to the parent, guardian, or unaccompanied youth in answering the questionnaire if necessary.

A copy of the Residency Affidavit must be submitted to the Troy City School System Homeless Liaison on the day of registration. The school will maintain the original form in a file separate from the student's permanent record for audit purposes during the year. This file should be housed in the school counselor's office or in close proximity. School counselors will contact the system's Homeless Liaison if a student is suspected of being homeless. The parent or guardian may enroll a homeless child or youth with or without proof of residency, birth certificate, social security number, immunization records, or school records. The school counselor or principal's designee will provide the parent, guardian, or unaccompanied youth appropriate assistance in obtaining the necessary records and documents for enrollment. Enrollment without required immunization records will be pending receipt or acquisition of immunization documentation. The existing method of assigning a student number will be employed when a student enrolls without a social security number.

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

The Troy City School System has a process for identification of Homeless preschoolers. The system's liaison will collaborate with local community service agencies (e.g. Head Start, Department of Human Resources, Health Department, faith-based organizations, the court system, etc.) and school personnel to identify homeless preschoolers. The district will also include homeless preschoolers and homeless children in the "Child Find" process as required by the Individual with Disabilities

Education Act.

The school system will make school placement decisions in the "best interest" of the homeless child or youth. Students will continue in the school of origin for the duration of the homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year when the child or youth becomes permanently housed during an academic year. Students may enroll in any public school that non-homeless students who live in the attendance area

in which the student is actually living are eligible to attend. If a school enrollment decision is contrary to the wishes of the child or youth's parent/guardian, the school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and procedure for appealing the placement decision. The complainant must file a School Enrollment Dispute with the school in which the student is presently enrolled. The principal of this school will notify the Troy City Schools Homeless Liaison of the dispute and take steps to resolve the dispute. When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The Troy City Schools Homeless Liaison will expeditiously take steps to resolve the dispute. If the dispute cannot be settled by the homeless

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

## **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.

Services for preschool students, English Language Learners, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children will be served through the individual programs and Title I. The activities will be coordinated through the federal programs coordinator to eliminate duplication, to reduce fragmentation of the instructional program, and to increase program effectiveness. Program goals include:

1. Providing annual technical assistance to each local school in revising their ACIP focusing on the needs of all students, as well as, including the coordination of all local, state, and federal resources.
2. Providing support, based on local school needs, to promote educational improvements and increase the performance level of all students.
3. Effectively utilizing resources at the state and local levels through alignment and coordination of state and federal programs.

Preschool- The system offers preschool services through a free OSR First Class PreK program. Speech services are provided to preschool children at the Head Start Centers, local daycare centers and on an individual basis. A JumpStart summer school program is designed to provide readiness activities for students who will be entering kindergarten in the fall. This program is provided in the summer prior to the beginning of school. Parent orientation is held during the spring of the year. Parents will be provided a packet of information about kindergarten and the registration materials will be distributed. Students and parents will be given a tour of the school to acclimate them to the facilities and staff. Transition from Head Start and other preschool programs will be coordinated through the JumpStart for kindergarten program at the Troy Elementary School campus. The preschool activities that are provided through IDEA will also provide a transitional program for the students and parents in conjunction with the Individual Education Plan for each student. Preschool students are identified as those students between the age of three and the entrance age for kindergarten students.

Preschool programs are offered to students who are zoned to attend Troy Elementary School. Each unit follows the rules and regulations set forth by the Alabama State Department of Education. Our staff consist of certified teachers which carry out the requirements of the program. Currently, Troy City has no Title I funded preschools.

### **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.

Targeted Assistance Program

Presently, no schools in the Troy City School System operate under a Targeted Assistance Program. However, Troy City School System will identify students experiencing academic difficulties and provide timely instructional assistance to help these students in the school for which eligibility criteria is met. The program will include educational programs for the disadvantaged, disabled, gifted, and English Language Learners.

### **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.

Troy City Schools will implement the following strategies to facilitate effective transitions for students from eighth grade to high school:

Eighth graders visit the computer lab to complete a web-based Kuder Career Interest Inventory, Wiregrass Works Career Fair, Job Shadowing and a four-year plan. High school counselors meet with 8th grade students to discuss graduation requirements, four year plans, and course request options for the upcoming school year. Eighth graders take a field trip to the campus prior to the beginning of school. Parents are also welcomed to tour the high school campus and classrooms prior to the student entering 7th or 8th grade.

Troy City Schools will implement the following strategies to facilitate effective transitions for students from high school to postsecondary institutions:

Career expos and college fairs

The Troy City career coach provides individual planning with students

College and military recruiters visit each high school to discuss future career plans with students.

Dual enrollment and CRI opportunities

ACT Prep and WorkKeys practice

**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.

Middle grades to high school:

Begin introduction of dual enrollment to eighth grade students during parent night and orientation

Kuder Career Interest inventories and four year planning with the career coach and career academy counselor

All students take a career preparedness course which helps them identify skills, work values, and interests

Wiregrass Works career expo to help students identify career interests

High school to postsecondary education:

Dual enrollment/early college opportunities for grades 10-12 in both career technical and four year colleges

Career Counseling using the Kuder system

High school counselors and Career Coach provide career planning/counseling for all students

Increased opportunities to participate in Honors and AP classes.

**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).

Troy City Schools supports efforts to reduce the overuse of discipline practices that remove students from the classroom in the following ways:

The PST works to develop and implement strategies which are designed to reduce problematic behaviors in students.

Troy City Schools has contracted with ABA Associates to assist problem solving teams in writing behavioral management plans for severe cases of behavior issues.

Each school has a disciplinary committee in place to handle students with chronic behavior problems and to assign consequences for misbehavior.

Professional development is offered periodically to all teachers on behavior management.

Review the annual Student Incident Report (SIR) to analyze data broken down by subgroups so that steps can be taken to increase support and reduce discipline incidents for the identified subgroups.

**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.

Troy City Schools supports the integration of academic and career technical education. High school students have access to various career technical programs, including both dual-enrollment and non-dual enrollment career technical classes. Students can earn career and technical credentials in Childhood Development Associate, Welding, Health Science, Project Lead the Way and mechatronics. In addition to career and technical classes, dual enrollment opportunities with local community colleges are

also available.

Each career and technical education program within the Troy City School System meets twice annually with their advisory council. The advisory council helps teachers stay current on high demand jobs skill related to each program. They also make recommendations on equipment needed for training and curriculum changes to meet local business and industry needs.

Troy City Schools offers dual enrollment opportunities with Enterprise State Community College and Troy University.

**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.

Troy City Schools through a partnership with Pike County Economic Development Corporation Student Internship Program offers work-based learning (WBL) for juniors and seniors. This provides students with work-based opportunities in which they also earn academic credit. The work-based learning can be a paid position or an unpaid internship. Students must meet State Department requirements and be placed in a position related to their career technical program path. Students in both paid and unpaid positions are awarded credit based on the number of work hours verified by the WBL coordinator. Troy City Schools, through the career technical programs, also place students in short term job shadowing and apprenticeship positions. Students are awarded grades for these short term WBL opportunities in career tech related fields. Both the long term and short term WBL opportunities benefit both the student and the employer. Students gain knowledge of the job requirements and experience in the work environment. Accordingly, the employer has the opportunity to evaluate the student as a potential full time employee.

**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.

Title I funds may be used to assist in identifying and serving gifted and talented students in poverty.

Title II funds may also be used to improve the skills of teachers, principals, or other school leaders in order to enable them to identify students who are gifted and talented and provide instruction based on the needs of such students.

Currently, Troy City does not use Title I or Title II funds to fund the gifted and talented program. Gifted and talented student programs are funded through state and local allocations.

**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.

Title I funds are used to support school library programs, and Title II funds are used to support our district technology coordinator in the work of developing digital literacy.

**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 1111(d)(1) and (2).

The Troy City School System will hold system level meetings to secure parent input into the development of the system policy/plan. The meetings will be held at different times during the day/evening all three Title I Schools: Troy Elementary, Charles Henderson Middle School and Charles Henderson High School to encourage participation. The Troy City School System will involve parents and family members in jointly developing the local agency plan by the following:

At least two annual meetings of the Parent-Teacher Advisory Council will be held at a time determined most appropriate by council members.

Annual surveys will be conducted to determine parent needs and will be used as a source to compile a parent volunteer list.

The Troy City Schools Code of Conduct will be distributed annually to each student in grades K-12.

The Troy City School System will assist the schools in informing parents of their parental involvement rights in Title I schools.

**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 Troy City School System, with the input of the Parent Advisory Council, will develop a system level Parent Involvement Plan to serve as a guide for system and school level activities. The district will set aside 1% of its Title I allocation to provide funding necessary to equip the schools with quality parent resource materials. The Federal Programs Coordinator will serve as the district level contact to coordinate activities and provide technical assistance as needed.

**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 Troy City School System will coordinate and integrate parent and family engagement strategies in Part A with parent involvement strategies through the following:

Title I Annual meetings

Parent Advisory Council meetings (District and School Level)

Parent Visitation Activities

Parent/Teacher Conferences

PTO meetings

Weekly Folders

Newsletters

District/School Website

Remind and other communication apps

**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).

Each year all parents are given an opportunity to participate in The Troy City Title I Parent Survey. These surveys seek input on activities, training and opportunities offered to parents and students. The distribution and collection of these surveys will be the responsibility of the principal. The results of the surveys are compiled and distributed to district administrators and principals for review by the school-wide ACIP and Parent Advisory committees to determine needed changes. Each year all Title I schools' Schoolwide Continuous Improvement Plans and Parent Involvement Plans are reviewed and evaluated for effectiveness. Strategies for improvement are developed and implemented.

The district level Parent Advisory Council is provided the results of the Troy City Title I Parent Survey for review, comments, and suggestions. Particular attention is given to identifying and removing barriers to greater participation by parents in parental involvement activities. All Title I schools will utilize programs such as TransACT to provide timely communication with all parents in a language they can understand.

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.

The needs of parents and family members to assist with the learning of their children will be addressed by the following:

Newsletters

Weekly Folders

School/Parent Compacts

Orientation materials for students entering kindergarten, seventh, and ninth grades

Links on the district and school websites

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.

Strategies to support successful school and family interaction will include the following:

Website links for Parent Involvement

In-service training for teachers focusing on school and family interaction strategies

Making contact with parent at alternate sites

Newsletters

Utilizing resources from the Alabama Department of Education

PTO

Making contact with hard to reach parents at alternate sites such as ballparks, churches, and areas in the local community.

**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.

The Troy City School System will use the findings of the evaluation and the suggestions of the Parent Advisory Council concerning the Parent Involvement Plan to design strategies for more effective parent involvement and to revise, if necessary, the plan. A special focus will be given to identifying and removing barriers to greater participation by parents.

**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.

The Troy City School System will hold district level and school level Parent Advisory Council meetings to secure parent input into the development and revision of the Parent Involvement Plan. The meetings will be held at different times during the day/evening at the Title I Schools to accommodate the various parents'/guardians' work schedules

The topics discussed at the meetings will include the following:

Title I services and parents' rights

Curriculum and state content standards

State Student Assessment Program and schedule

Parent Involvement Plan

Troy City Title I Community Survey

Career Tech opportunities

Textbooks

Technology

Federal Programs

**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.

The Troy City School System will provide assistance to parents of children served in our schools in understanding topics such as the following:

State academic content standards

State student academic achievement standards

State and local academic assessments and alternate assessments

The requirements of Title I, Part A

How to monitor their child's progress

How to work with educators

This will be accomplished through the following:

Annual Title I meeting

Parent Advisory Council

PTO meetings

Newsletters

District/School websites

Parent/Teacher conferences

Parent Visitation Month meetings

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.

Materials and training to help parents work with their children will be provided through the following avenues:

Home/School Compacts

Newsletters

Letters explaining student assessment results and how to interpret score reports

Parent Corner materials

Parent/Teacher conferences

Student Handbook contains the acceptable use policy

Review surveys to determine needs

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 Troy City School System, with the assistance of its schools and parents, will educate its teachers, principals, and staff on how to communicate with and work with parents as equal partners. Focus will be on the value of the contributions of parents through the implementation and coordination of parent programs and the strengthening of ties between parents and the schools.

This will be accomplished by the following:

Surveys will be conducted annually to determine the needs /interests of parents.

In-service teacher training with a focus on the topics above

District/School websites

Making contact with parents at alternate sites

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.

The Troy City School System will partner with the Department of Human Resources, Pike Regional Child Advocacy and other community organizations to provide training opportunities that will enhance the parental involvement program. Parent links will be posted on the district and school websites and newsletters will be distributed.

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.

All Title I schools will utilize programs such as TransACT to provide timely communication with all parents in a language they can understand.

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.

Reasonable support for parental engagement activities will be provided by:

Establish district level and school level Parent Advisory Councils to provide advice on all matters related to parental involvement in Title I, Part A programs

Use the results of the Troy City Title I Parent Survey to make additions and improvements in parent involvement activities

Survey results will be used to enhance parent involvement activities

Vary times of parent meetings and provide childcare if requested or needed

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.

Parents may be involved in the development of training of teachers in the following ways:

Base a portion of teacher training on the information obtained from the Troy City Surveys

By seeking parental input on better ways to make parents feel welcome and valued in the school setting

By asking parents to lead discussions at PTO meetings regarding topic of general parental concerns

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.

The Troy City School System will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their academic achievement, such as literacy training and using technology, as appropriate to foster parental involvement through the following:

School/Parent Compact

Newsletters

Parent/Teacher conferences

Orientation meetings

Parent Visitation activities

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.

One percent of Title 1 funds will be set aside for parental involvement. These funds may be used for childcare and transportation costs if requested.

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

At the scheduled parent meetings, PTO meetings and Advisory Council meetings parents will be made aware of a variety of ways to be involved with their child's education. These parents will be encouraged to share this information with other parents. School leaders will encourage parents to share information

concerning upcoming events with other parents through telephone calls, social media, etc. District/School level websites will contain information for parents to share with those not having access to the internet.

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.

School leaders will be encouraged to accommodate parents who are unable to attend conferences at school so that they may be involved in their child's education through the utilization of the following methods:

Teleconferencing for parents unable to attend conferences during the school day

After school or evening conferences

Communicating through emails or texts

Home conferences for parents whose children are receiving homebound services

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

Transition guides and orientation opportunities are provided for students entering kindergarten, seventh, and ninth grades. JUMPSTART activities are provided for students entering Pre-K and kindergarten and their parents. All parents may learn more about their child's school by touring the campus and meeting teachers, administrators and other students. Parents and community members are encouraged to join PTO. Also, parent luncheons are held throughout the school year.

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.

The Troy City School System has established a district level Parent Advisory Council. The members were selected by the principals from each school. The parents are contacted concerning their willingness to serve on the council. The council will meet at least twice per year. Parents are contacted by mail or email several weeks prior to the meeting date and a reminder is sent a few days before each meeting.

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

The Troy City School System will utilize community based organizations such as the Pike Regional Child Advocacy Center, Department of Human Resources, and local businesses to assist our schools with parent involvement activities including:

Providing a funding source for food, school supplies, teacher supplies, etc.

Providing counseling services for students and families in need

Providing information/counseling on topics such as drug/alcohol abuse

Providing personal and social lessons on topics such as drugs, stress, bullying, cyberbullying, and suicide prevention.

**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.

Parent meetings are conducted through the school year providing parents with information concerning their child's education, materials to practice needed skills and tips for parents. Communication involves a variety of media such as telephone calls, email and parent/teacher conferences, and SchoolCast. TransACT or in-person translators are used when needed to communicate with non-English speaking parents.

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

Documentation is kept on file of school and district level parent meetings as well as posting on the district website to encourage input.

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

10/01/2025 

PLAN APPROVED BY (Person or Entity)

Cynthia Thomas

DATE OF APPROVAL



## Parents Right-to-Know Required Information

### (1) INFORMATION FOR PARENTS

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

(i) Whether the student's teacher-

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

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

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

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

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

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

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

## Assurances

### LEA Consolidated Plan Assurances

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

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

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))

(4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless

children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program

(5) collaborate with the State or local child welfare agency to

(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency

(B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall

(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))

(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if-

(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

(II) the local educational agency agrees to pay for the cost of such transportation; or

(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))