Title I Local Education Plan

Colbert County School District

Every Student Succeeds Act of 2015

Revised/Reviewed for 2026-2027

LEA Approved

Nathan Fuller — 9-17-26

Mr. Nathan Fuller, Superintendent — *Date*

Tiffani Fuqua — 9-17-26

Miss Tiffani Fuaua, Federal Programs Director — *Date*

9/17/26

School Board Approval Date

ALABAMA ESSA EVERY STUDENT SUCCEEDS ACT

LEA Consolidated Plan

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.

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

Documentation of Process Employed in Development:

The Advisory Committee discussed the revision of the Consolidated Title I Plan at its annual meeting, August 26, 2026 . The Advisory Committee is comprised of administrators, principals, teachers, other district personnel, and parents of children in schools served. The present Consolidated Title I Plan for Colbert County will be reviewed by several of the committee members. The Pre-K programs and all of the programs in place for K-12 students were discussed. The continuous improvement planning process and development of plan will included meetings with superintendent, principals, teachers, and parents.

Documentation of Written SDE or Consultant Approval of Plan:

Federal Programs Annual Advisory Council met and approved the plan on Wednesday, August 26, 2026

Communication documents, agenda, minutes/notes of meetings and sign-in sheets:

Minutes of the annual advisory meeting are available. The minutes for the discussion of the Consolidated Plan are available for review.

Procedures and Practices are in place for disseminating individual student assessment results to teachers and parents:

Test results come to Colbert County Board of Education's Central Office. The System Testing Coordinator distributes the results to the principal at each school. The (counselor) building testing coordinator gives a copy of the results to the parents either when the parents come to the parent/teacher conference day, by mail for the younger children or to the child to take home to the parents. A copy of all results becomes a part of the student's cumulative file. Teachers are allowed to review the results of the students in order to make appropriate plans for student achievement. Copies of the results are in the counselors' offices. The elementary supervisor reviews the group results with principals in order to plan for curriculum and instruction revisions.

A description of how Colbert County School District will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as:

The Colbert County School District is fortunate to have excellent pre-kindergarten programs. Our Pre-K program is sponsored by the Office of School Readiness program for four-year old's. We have Pre-K classes located at elementary schools throughout the county: Cherokee, Colbert Heights Hatton New Bethel and Leighton Elementary schools. The researched-based curriculum is The Creative Curriculum. These students are followed by the educational personnel who work in the program to determine their success while they are in Pre-K, as well as kindergarten. Opportunities are given, prior to the beginning of school, to tour the schools and meet their teachers. Parents are given assistance in getting the children enrolled in school. Some of them need assistance with immunization records, etc.

The system also coordinates a full range of services to special needs, homeless and migrant, children in private and church-based preschools, home based activities, child centers, Head Start or other programs offered throughout the community where children may attend as needs demonstrate. Education services will be coordinated and integrated to improve student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication, and reduce fragmentation of services. At each school, funds from all sources will be used to implement the overall continuous improvement plan.

Cooperation and coordination between the Colbert County Pre-Kindergarten programs, local Head Start programs, and daycares are maintained. Periodically, teachers meet to discuss curriculum and effective transition from pre-school to elementary school. Each spring, the elementary schools conduct orientation and visitation programs for those students who pre-register for Pre-Kindergarten and Kindergarten.

Title I funds provide academic programs to assist students in meeting state standards. Title I services will be coordinated with other educational services to ensure that the needs of students are met, while at the same time avoiding duplication of services. Special education students are eligible for Title I services on the same basis as other students. Since all eight schools are school-wide, Title I services are considered beneficial for every student. Through collaborative planning at the school level, services for children with Limited-English proficiency will be coordinated.

Although no migrant children are identified currently, procedures are in place to ensure that such children will receive proper services in the event of their enrollment in the school system.

To promote improved instruction, Title I, Title II, Title I-Part D, and State Professional Development funds will be used to provide training for personnel. The focus of the training will be to increase student achievement. All schools in the system and all teachers within the schools participate in Title II, Title I, Title I-Part D, and state-funded professional development programs.

Title I allocations will be used for the acquisition and use of instructional and educational materials, including computer software. By enhancing instruction, these materials will impact student achievement directly. All elementary schools in the system, and their current teachers within the schools, have access to these programs.

Sec. 1112(b)(1)(A)
Description of how Colbert County School District 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.

Description of high-quality student academic assessments by the Colbert County Board of Education in all Title I schools

1. Assessment for Migrant and Homeless – (1) Database used to trace and assess services, (2) Needs assessment and continuous contact.
2. Grades K-2 – I-Ready Reading is an instructional tool used by the Alabama Reading Initiative in grades K-2.
3. Reading Eggs – Computer based program for students struggling in and reading.
4. I-Ready - K-6-Intervention for struggling readers.
5. I-Ready – Intervention for struggling math students.
6. Reading and math subtests are administered with the ACAP Testing. Science is given in grades 5 & 8. The results are used for determining student achievement and for instructional planning.
7. Grades K-6– Special Education Tests: WIAT III, SB-V, Vineland III, UNIT II, Vision and Hear screening, WJ IV, Conner's 3, BASC 3, WISC, RIAS II, ADOS II, and GARS III, are some of the assessments to determine special education placement and achievement.
8. Open Court is used K-5 for Reading Instruction. SPIRE and Take Flight for intervention Tier 2 and 3.
9. Envisions is used for Math Instruction K-5.
10. Do The Math – Intervention K-6
11. Big Ideas – Adopted Math Curriculum (6-12)
12. Accelerate Math Nation – Adopted Math Curriculum (6-8)
13. Freckle – Learning Path and Intervention program that supports student achievement and address deficiencies in ELA and Math (K-12)
14. MyOn – Specialized online reading program that gives students opportunities to read materials on their reading level and has embedded questions for comprehension (K-12).
15. Mountain Math - Spiral Review Program that allows teachers to address all grade level and below grade level standards (High School).
16. EL students – Students who have English as a second language are assessed with ACCESS (WIDA) and W-APT with WIDA. The proficiency indicated by this assessment is used to design a program to accommodate the deficiencies the student may indicate.

Determine Success of Children

The interpretive, descriptive, and diagnostic results of the assessments listed above along with the State Assessments required for our children are analyzed by performance standards and proficiency standards required by grade level by the state department.

Provide Information to Teachers, Parents, and Students on Progress

Test results are made available to teachers, parents, and students via interpretive, descriptive, and diagnostic reports in a timely manner. Results are provided to administrators prior to the beginning of school and are used in workshops to determine strengths and weaknesses in order to begin school and are ready to help those students who need assistance. Results are discussed, explained, and presented in an acceptable format, easily understandable for parents.

Assist in Diagnosis, Teaching, and Learning

Disaggregated data allows us to compare students by ethnicity, English proficiency, migrant, disabilities, and socioeconomic status. Every competency measured on the assessments is carefully analyzed to determine the weaknesses and strengths. Data driven decisions are used to help our teachers plan curriculum and instruction.

Determine Revisions to Projects

The assessments enable itemized score analyses to be produced and reported to school personnel, parents, and students, and by using these reports, school administrators along with teachers are able to make adjustments to teaching methods, curriculum, and instruction. Our schools have been involved in school reform and research-based models to improve student achievement in all CORE subjects. All of our Title I schools participate in the Alabama Reading Initiative and are making instructional decisions with the help of our ALSDE contact in regard to the Alabama Literacy Act. Our test scores are very valuable in determining revisions to our curriculum and instruction.

Sec. 1112(b)(1)(B)
Description of how Colbert County School District will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk of academic failure.

The Colbert County School District uses various data to monitor student progress. Progress Reports and Report Cards are sent home on a routine basis. Parents have access to view their students' progress on PowerSchool (district wide grading system). Achievement results based on I-Ready K-12 are also assessed for student progress. Parent Teacher conferences are held periodically throughout the year and can also be scheduled on an as needed basis.

Identify Students at Risk for Reading Failure

The Colbert County School District complies with all guidance passed in the Alabama Literacy Act and through the Alabama Reading Initiative. We focus on concentrated and systematic efforts to improve the reading skills of all students. Through the use of Reading Specialists, Interventionists, comprehensive reading programs like Reading Horizons, phonemic awareness through Heggerty, a valid assessment system, and multi-tiered intervention strategies, the District ensures that reading intervention is provided for all students.

Classroom-based Instruction Reading Assessment

I-Ready K-12 is a standardized, individually administered test of accuracy and fluency. It is a standardized, individually administered measure of phonemic awareness that assesses a child's ability to recognize and produce the initial sound in an orally present word.

(A) At the Colbert County School District's discretion, description of any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in such section.

1. ACAP grades 3-6 scores are used to determine the success and achievement of our students.
2. The attendance rate at each school-wide program is a measure of success by our school system. Our attendance rate is over 95%.

3. The number of teachers who become nationally board certified is an indication of success by our system. Currently, we have eight teachers who are nationally board certified.
4. Professional development activities by our administrators, teachers, and support staff provide for measures of success.
5. Providing a summer reading program for our students is a measure of success.
6. Parent Involvement opportunities rate is an indication of the success of our system.
7. The presence of an At-Risk Alternative Education Program is an indication of the success of our system.
8. Occurrences of disciplinary actions is an indication of the success of our system.

Sec. 1112 (b)(1)(C)
Description of how the Colbert County School District will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students assessed as needing help in meeting the state's challenging student academic achievement standards

- Individual tutoring by certified teachers and/or highly qualified paraprofessionals is available for homeless, migrant, and EL students who are failing or at risk of failing.
- Individual remediation is available by certified teachers for students who do not benchmark on I-Ready.
- District One to One Initiative is used to provide tutoring and remediation. Printouts of the students' achievement are provided to the teachers and parents. EL students also receive support from the EL instructor, who speaks the language.
- EL students and families are offered instruction in language domains.
- EL families are provided with support (such as interpreters, health records, and adult opportunities to learn English) as needed to help them assist their children to be successful in school.
- Parents of all children are encouraged to become a part of their child's educational process and parental involvement activities are promoted at each school.
- Additional teachers are employed using local, Title I and Title II funds to reduce the class size in our schools.
- Competencies not mastered by all students are analyzed by teachers and administrators. When there are a significant number of students who do not master the competencies, curriculum and instruction are reviewed to see if revisions need to be made at the system level.

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.

Description of the strategies the school system will use to coordinate Title I programs with Title II and other funds to provide professional development for each schools' staff.

- Title I, Title I-N/D, Title II, Title III (state allocation), Title IV, Homeless Children and Youth grant, local, State Professional Development, Career/Technical, Office of School Readiness, IDEA, and ESSER funds are used to provide professional development activities for principals, teachers, and support personnel. Our needs assessment drives our professional development activities. A professional development plan is designed by a coordinated effort for the school system and submitted to the State Department.

- All Title I Staff Professional Development activities are correlated to each school's needs. Sessions are planned at the school level, at the department level, and through the office of curriculum and instruction, collaborating all activities and resources through Title II and state initiatives. Appropriate staff

development is selected to support those activities described by each school's continuous improvement plan. District-wide Professional Development, provided through Title II, is offered in support of those initiatives that are more inclusive in nature.

- Educational personnel are encouraged to provide assistance to parents of Title I students in understanding: The State's academic content standards and student's academic achievement standards, State and local academic assessments, the requirements for graduation from high school, and promotion standards of the local school system. School personnel are also encouraged to work with parents on monitoring a child's progress and helping parents to learn to help their children improve their achievement. Title I schools will provide materials and training to help parents work with their children to improve their children's achievement and foster parental involvement.

- Professional development activities will educate educational personnel about the importance of parents in the school process and of the valuable contributions of parents. Teachers will be encouraged to communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

- There are no Title I schools on priority status; therefore, no funds have been set aside from the LEA's total allocation.

- Funds will be used to ensure that information related to school and parent programs, meetings, and other activities is sent to the parents in a language that parents can understand. Parents will be encouraged to enhance the involvement of other parents.

- Supervisors attend state department professional development training and return to the local system and train teachers and paraprofessionals.

- Professional development activities will be sponsored using the funds listed above to provide high quality activities for principals, teachers, and support personnel. The Colbert County School District has a Highly Qualified Plan in place. The Colbert County School District will make every effort to employ highly qualified individuals.
    - Professional development activities will be developed and conducted in accordance with the local professional development plan. Through substantial and ongoing professional development, teachers will be enabled to improve their skills, resulting in a higher quality of instruction. Improved instruction results in increased student achievement.

    - To ensure that meaningful professional development occurs, programs will be designed to address identified needs. Test data, and the trends noted, serve as indicators of strengths and weaknesses in student performance as well as in instruction. This information will provide a basis for in-service training. Also, the in-service center's needs assessment, school improvement plans, and teacher surveys will be used to determine professional development needs.

Professional Development Plan for Federal Funds

Professional development activities under Section 1119 of Title I will:

- Support instructional practices that are geared towards State standards and create a school environment conducive to high achievement in the academic subjects and increase student achievement.
- Support LEA Title I plan and continuous improvement plans

- Include strategies for developing curricula and teaching methods that integrate academic and career/technical instruction (including applied learning and team teaching) if an LEA determines such strategies are appropriate.
- Include strategies for identifying and eliminating gender and racial bias in instructional materials, methods, and practices.

The overall goal of the Professional Development Program is to provide sustained high-quality professional development activities that will result in improvement in instruction. Improved instruction will enable all children to increase achievement. The entire professional development program will focus on promoting expectations for all students to achieve high-content standards. This goal will be accomplished in part by providing school personnel with opportunities to participate in professional development activities that will foster improvement in instruction. Effective professional development will be provided partially by Title I, Title I-Part D, Title VI, and Title II funds.

The specific goals of the Professional Development Program include:

1. aligning professional development with state content and student performance standards

2. providing sustained, intensive, and high-quality professional development that has a lasting impact on instruction

3. supporting systematic reform by utilizing all resources to provide professional development

The professional development program will be based on a comprehensive needs' assessment. Sources of needs assessment include test data, grades, promotion data, teacher surveys, administrator evaluations of teacher, and teacher self-evaluations. In-depth analyses of ACAP-grades 3-6, I-Ready, Alabama Science Assessment- grade 5, curriculum grades, and promotion data will serve as indicators of specific needs both at the school and system level.

To address needs, a number of strategies will be implemented. School faculties will meet on a regular basis for planned programs. Each school's departmental group will reflect identified needs. Possible topics for study include, but are not limited to the following: analysis and interpretation of test data; review of curriculum plans; review of CIP plans, walk-throughs, cross-grade-level discussions to promote continuity and coordination; development of specific curricula; utilization of technology to improve instruction; reports from conference participants, and presentation of teaching strategies to meet diverse student needs.

Teachers will be encouraged to visit other classrooms that are noted for quality instruction to gain new ideas for teaching. Release time and travel reimbursement will be provided to give teachers opportunities to participate in conferences and workshops that are conducted by professional organizations or universities. Such conferences include, but are not limited to, the Alabama Educational Technology Conference, MEGA conference, Fall and Spring Federal Program Conference, CLAS sponsored conferences, AMSTI, Office of School Readiness sponsored workshops, OSR Conferences, ARI Conferences and the Alabama Kindergarten Conference. Participation in other workshops and in-service programs provided by the University of North Alabama In-Service Center, the State Department of Education, and other agencies will be encouraged. All participants in these professional activities will share with colleagues the information gained.

In addition to activities at the individual schools, system level programs will involve personnel from all schools. The primary focus of these programs will be curriculum development and planning, enhancing student achievement, empowering teacher engagement, and implementation of technology.

Professional development activities must meet the following criteria:

1. relative to challenging content and student performance standards

2. reflect recent research on teaching and learning
3. include effective strategies for meeting the needs of historically underserved populations
4. contribute to continuous improvement throughout the school
5. include strong academic content and pedagogical elements
6. be of sufficient duration to have a positive and lasting impact on teacher performance

Title I funds will be used to provide opportunities to learn new techniques and strategies which will lead to greater success for students to meet state standards. Title II funds will be used to provide training for all teachers to utilize technology and to acquire teaching methods that will encourage students to develop complex thinking skills and problem-solving skills. Funds may be used to provide training or staff to implement drug and violence prevention programs. In addition, other available local, state, and federal funds will be used to fund the professional development program. A number of opportunities for professional development are provided by the State Department of Education, the University of North Alabama In-Service Center, and local In-Service funds.

At each school, the Federal Programs committee will be responsible for evaluating each request for Title I, Title II, and Title I-N/D professional development. The state-defined domains will serve as the criteria by which the professional development program will be judged.

Paraprofessionals and Professional Development

The paraprofessional will do the following:

- Possess the knowledge and skills sufficient to assist participating children in meeting the state's performance standards.
- Have completed at least two (2) years of study at an institution of higher education or obtained an associate's (or higher) degree.
- Be under the direct supervision of a teacher who has primary responsibility for providing instructional services to participating children.

The LEA will include paraprofessionals in professional development activities, if feasible.

Sec. 1112(b)(2)
Describe how the Colbert County School District will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

Services for Children with Limited English Proficiency, Children with Disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase effectiveness, duplication, and reduce fragmentation of the instructional program.

EL students are served through Title I, Homeless Children and Youth, IDEA, and State Funds, depending on their qualifications for services. LEP students are provided opportunities for tutoring services. Students with disabilities receive services under Title I, IDEA, Migrant, Immigrant and State funding contingent upon meeting the criteria to be served. These services are coordinated to eliminate duplication of services and to conserve funds to make the funds extend further. Homeless Children and Youth funds are used to meet the needs of children who qualify and do not attend Title I schools. A needs assessment is done on each child who qualifies to determine their priority of needs. All programs work together to coordinate the programs in the best interest of the students. Integrating program

strategies, increasing cross-program coordination, and providing enhanced planning and service delivery provides for improved services for students, educators, and staff. Cooperation and collaboration to incorporate program goals helps ensure meeting the state's challenging and performance standards.

Sec. 1112(b)(3)

(i) 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.

Colbert County School District does not have any schools listed for Comprehensive Support and Improvement.

(ii) 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.

Colbert County School District does not have any schools listed for Comprehensive Support and Improvement.

(iii) 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.

The Colbert County School District has two schools that qualify for Targeted Support and Improvement which are Cherokee Elementary School and Colbert County High School. Each school's ACIP team met with the State Department to begin necessary improvement planning. Both Schools target population is in the area of Special Education. Cherokee Elementary Schools is using targeted intervention for student pullouts using specialized programs such as Spire, Do The Math, and ELS Pathways. Colbert County High School is also using intervention services to add additional student support using weekly academic calendars to focus on various areas throughout the week. The improvement plan is a fluid document that will be reviewed and revised on a regular basis.

Each school's ACIP team will meet on a regular basis to go over data and monitor student progress. ACIP meetings will take place at a minimum of 5 times during the school year. Monitoring will be done through classroom grades, report card data, common assessments in ELA and Math. The plan is reviewed on a yearly basis, long term goals will be accessed via report card data, ACT, and ACAP Data. Additions/changes to the plan will be made as needed.

Sec. 1112(b)(4)
Description of the poverty criteria that will be used to select school attendance areas under Section 1113.

Following Public Law 103-382 guidelines, schools in Colbert County will be selected for Title I funding on the basis of free and reduced-price lunch data from the second month and system-wide ranking of schools will be used for eligibility determination. The stated criteria will be used to determine school eligibility annually.

The funds are distributed in rank order by poverty percentage, with funds going to all eight schools. For the current school year, 100% of Colbert County Schools will participate in the Title I funding program and all schools are school-wide.

School Eligibility 2026-2027 (numbers reflect 2025-2026 school year with Multiplier)

Rank Ordered & Program

School Code/Rank	School		Student	Free & Reduced Lunch	Percent	Type Program
0070/3	Colbert County High	6-12	448	446	99.55	School-wide
0110/1	Leighton Elementary School	K-5	252	252	100.00	School-wide
0090/5	Hatton Elementary School	K-5	203	193	95.07	School-wide
0060/4	Cherokee High School	6-12	230	227	98.70	School-wide
0040-2	Cherokee Elementary School	K-5	181	181	100.00	School-wide
0075/6	Colbert Heights Elementary School	K-5	379	336	88.65	School-wide
0080/7	Colbert Heights High School	9-12	297	249	83.84	School-wide
0140/8	New Bethel Elementary	K-5	141	94	66.67	School-wide
0085/9	Colbert Heights Middle School	6-8	263	142	53.99	School-wide
	Totals:	K-12	2,394	2,120	88.55%	

Sec. 1112(b)(5)
A general description of the nature of programs to be conducted by such agency's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected and delinquent children, and for neglected and delinquent children in community day school programs.

Reflecting the identified needs of the school, Title I services concentrate on assisting students who are failing or in danger of failing state performance standards. The funds are integrated with other funds to help us reach the goal of high achievement for all students. The school system operates eight school-wide schools and consolidates federal funds by filing a consolidated application. Services are coordinated to provide the very best services possible for all students.

For the current school year, the following programs will be implemented:

A-CIP Plan:

- Cherokee Elementary
- Colbert Heights Elementary
- Hatton Elementary
- Leighton Elementary
- New Bethel Elementary
- Colbert Heights Middle School
- Cherokee High School
- Colbert Heights High School
- Colbert County High School

Each Title I school conducts a comprehensive needs assessment. Sources of information in addition to teacher, administrator, parent, and student surveys included ACAP for grades three through six, I-Ready, report card grades, and promotion data. These data sources served as the basis for the committee decisions reflected in the continuous improvement plan. To enrich the curriculum, a number of other strategies are outlined in the continuous improvement plan.

By implementing Intervention services for pullouts this allows students to experience more instructional time and more individualized attention. Each school team is responsible for analyzing needs assessment data and determining the instructional program to be offered at the local school. In all schools, Title I students have access to technology. Thus, students are offered the advantage of technology for increasing academic skills. Computer programs to address specific skills are available; therefore, individualized instruction is possible.

Each school team will review the program monthly with a final evaluation annually. Appropriate modifications in the A-CIP will be made to ensure that student needs are addressed and that progress in achievement is made. The extent of each Title I program will be contingent upon the level of funding received.

- ***High Academic Standards for all students***: Our funds are used to employ highly qualified teachers who provide additional assistance for our students. Paraprofessionals are employed to assist teachers and to assist in the computer labs where researched-based software is used for enrichment and remediation. High quality materials and supplies are purchased with some of the funds to enrich the teaching and learning activities. Some of our funds are used for professional development to help our teachers grow and expand their abilities to teach our students. Remediation materials are purchased to help students reach higher levels of achievement by enhancing their higher thinking skills. Our schools have been able to purchase equipment, including computers and printers to use research-based software, such as Renaissance Learning, I-Ready, Heggrety, IXL, Reading Eggs, ELS Pathways to Proficiency, Edmentum, Studies Weekly, Big Ideas Math, Envision Math, Accelerate Math Nation, Freckle, MyOn, Mountain Math and Teaching Strategies GOLD. Some of these research-based programs have been purchased with other funds, but through coordination of programs, we have been able to improve academic standards.
- ***Alabama Reading Initiative*** (Grades K-6): Through the use of reading specialists, interventionists, comprehensive reading programs like Reading Horizons, phonemic awareness through Heggerty, a valid assessment system, and multi-tiered intervention strategies, the district ensures that reading intervention is provided for all students.

- ***Opportunities for all Children to Enter the Public-school System Ready to Learn:*** We have a county-wide Pre-K program that enhances our children's opportunities to be ready to enter school ready to learn.
- ***Regular Program Instruction:*** Core Language Arts Curriculum emphasizes student needs based on assessment data, small group instruction, and specific research-based strategies and intervention. The regular classroom teacher makes accommodations using the regular program to meet the needs of struggling students. Accommodations may include but are not limited to the following:

  Oral, rather than written assignments
  Oral testing
  Extra time to complete assignments
  Shortened assignments
  Alternative assignments
  Tutoring
  Empowering Parents
- ***Safe and Disciplined Learning Environments:*** Principals, counselors, teachers, and support staff are trained and adhere to Colbert County Code of Conduct. Students are expected to follow the rules adopted by the Colbert County Board of Education. The discipline reports help determine our needs and evaluations. There is an appeal process for students and parents. MTSS and PST monitor and encourage appropriate behavior among students. We also have an Alternative School and C.L.A.S.S. program to assist students who have behavior issues. Researched-based programs purchased with funds are taught in the classrooms, to educate the students about the hazards of violence and drug use. These programs provide violence and drug prevention education for our students.
- ***Summer Reading Program:*** Each summer the system provides a summer reading program for grades K-6 in partnership with our local public libraries.
- ***Accountability and decision making at appropriate levels:*** The Colbert County School District is concentrating on district wide participation for decisions made regarding instructional practice. There is district coordination of staff development activities that involve federal, state, and local monies and concentrate on improving student achievement.
- ***Adequate Resources for Quality Education:*** A number of grants have been written and awarded to the Colbert County School District. These have been used to improve achievement and for prevention and support activities. The school system continually looks for funds to help provide quality educational personnel and material for the students. The Colbert County School District has a grant writer to secure funding to ensure quality education for our students.
- ***Increased Public Confidence in Public Education:*** Our school District works closely with local papers and radio stations to provide the public with information about student's achievement and extracurricular activities. Supervisors are readily available at the central office to work with public concerns and suggestions. Several staff members serve on local community agencies and boards.
- ***Additional Considerations:*** All students participate in all aspects of the total school program. They receive services from the media center, gifted classes, counseling, art, music, physical education, and special education programs on the same basis as all students. All of the materials and resources listed above will be used to ensure that all students meet the Colbert County School District's educational goals for all students. Each school wide Title school has developed a continuous improvement plan. The organizational structure and content of each project varies according to school and community needs but all are designed and based on a clear and focused mission, a safe and orderly environment, high expectations, an opportunity to learn and to have extended time on task, strong, instructional leadership, frequent monitoring of student progress and a positive home-school relationship. Students receive service during the regular school day, as well as having the opportunity to participate in extended learning opportunities after school and during the summer.

Sec. 1112(b)(6)
Description of services Colbert County Schools 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 LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Since all Title I schools serve children through CIP plans, any homeless children would be provided equal services in all elementary schools. Funds are set aside at the LEA level to provide equitable services for homeless students at the high school level. In addition to the regular education program, these students may receive additional assistance through the regular school day, after school tutorial instruction and summer programs. Procedures for identifying homeless students are in the schools, and with the Homeless Liaison. Services may include, but are not limited to, guidance and counseling, social services, health, assistance with clothing and personal items, etc., school supplies and nutrition issues. The Homeless Liaison works to provide for the necessities of the child and family. The staff works with counselors, teachers, principals, and CNP personnel to make sure that all of the needs of the children are met.

Sec. 1112(b)(8)
A description of how Colbert County School District will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Support of Pre-school Program

Preschool Special Education Services are a part of the total special education program offered through the Colbert County School District. An effective education service will be provided to children ages 3-5 through the Early Intervention Program and will be taught by a certified Early Childhood Education teacher in collaboration with the Speech Language Pathologist/Preschool Intervention Specialist. This preschool program will provide a responsive, inclusive environment supporting the needs of all children and providing ways for each child to participate in all program activities. This includes adapting materials and equipment, maintaining accessibility of equipment and materials, assisting as necessary, sensitivity to parent expectations and providing activities, accommodation and strategies that permit children to develop socially and participate in activities to their greatest potential. The Colbert County School District Special Needs Preschool CAPS program will serve Developmentally Delayed children ages 3-5 in a center-based program five days a week using the scientifically research-based curriculum. This is a developmentally appropriate approach to preschool education.

The system also will provide a full range of services to special needs children in private and church-based preschools, childcare centers, Head Start or other programs offered throughout the community where children may attend and demonstrate a need.

In addition to this program, the school system employs (4) Speech Language Pathologist(s) whose responsibility is to provide additional language and speech to existing preschool programs, childcare centers and Head Start programs in the community. Colbert County Schools also employs (1) Occupational Therapist and (1) Contracted Occupational Therapist whose responsibilities are to provide additional fine motor/sensory skills to existing PreK programs.

Head Start does accept children with developmental delays and articulation and language delays. However, it is the Colbert County School District's responsibility to provide intervention strategies.

The Colbert County School District philosophy of early childhood education, based on the belief that a commitment to children in providing a developmentally appropriate education established on principles of child development and learning supported by research, will produce lasting benefits for children, families, and society. This system is dedicated to the rights of young provisions for rich experiences. Responsibilities are assumed to provide strategies or interventions to ensure individual potential for success, healthy self-esteem, and a sense of community and positive relationships.

The approach to meet these expectations and commitments are through active learning in which children construct knowledge, establishing a supportive climate based on positive adult-child interactions, involving families in the preschool setting and creating a teamwork position with teachers, task force, health professionals, outside agencies and school administrations. An understanding of human diversity is encouraged and practiced.

Plans for the transition of children as they move from preschool to kindergarten will provide continuity in this educational experience. Procedures and strategies for transition will be in accordance with Title I Regulations: Improving America's Schools Act of 1994. Facilitation of transition will benefit children, parents and teachers.

Sec. 1112 (b)(9)
A description of how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in school operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

All of the schools served under Title I in the Colbert County School District are Title I school-wide schools. Colbert County School District does not have TA programs.

Sec. 1112(b)(10)(A)
A description of how Colbert County School District 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.

Colbert County Schools has strategies in place to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education, but those strategies are not funded by Title I Funds.

Sec. 1112(b)(10)(B)
A description of how Colbert County School District 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 interest and skills.

Colbert County Schools has strategies in place 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, but those strategies are not funded by Title I Funds.

Sec. 1112(b)(11)
Description of how Colbert County Schools 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).

Safe and Disciplined Learning Environments: Principals, counselors, teachers, and support staff are trained and adhere to Colbert County Code of Conduct. Students are expected to follow the rules adopted by the Colbert County Board of Education. The discipline reports help determine our needs and evaluations. There is an appeal process for students and parents. MTSS and PST monitor and encourage appropriate behavior among students. We also have an Alternative School and C.L.A.S.S. program to assist students who have behavior issues. Researched-based programs purchased with funds are taught in the classrooms, to educate the students about the hazards of violence and drug use. These programs provide violence and drug prevention education for our students.

Sec. 1112(b)(12)(A)
Description of how Colbert County School District 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.

Colbert County Schools has programs that coordinate and integrate academic and career technical education content through coordinated instructional strategies that incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. However, these programs are not funded by Title I funds.

Sec. 1112(b)(12)(B)
Description of how Colbert County School District 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.

Colbert County Schools has programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and academic credit. However, these programs are not funded by Title I funds.

Sec. 1112(b)(13)(A)
Description of how the Colbert County School District proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

The Colbert County School District provides services to our gifted and talented students. The district employs 2 gifted teachers to serve our elementary schools. Students are referred for testing beginning in the 2nd grade. Once teachers refer students, our gifted teachers provide further testing. Once identified, gifted and talented students receive small group and whole group instruction through our gifted teachers. Gifted teachers provide information to grade level teachers to help them identify students that need referrals.

Sec. 1112(b)(13)(B)
Description of how the Colbert County School District proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Each summer Colbert County Schools coordinates a summer reading program where students earn points to receive incentives. Colbert County Schools partners with local libraries to encourage summer reading to enhance student achievement over the summer. Colbert County Schools conducts a Summer Reading Program to provide reading and enrichment to at-risk students. Students are identified by school administration, teachers, and reading specialists based on I-Ready, ACAP, and report card scores. The program focuses on Reading and STEAM.

Sec. 1112(b)(7)
Description of strategies the Colbert County School District 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))
Description of how the Colbert County School District will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

The Colbert County School will take the following actions to involve parents in the joint development of its LEA parental involvement plan under section 1112 of the ESEA:

The Colbert County School District will:

Involve parents in the development of the LEA Title I Plan.

- Parents are members of the System-Wide Advisory Council and are integral in the development of the LEA Title I Plan including the LEA Parental Involvement Plan.
- Administer a Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall programs' involvement plans.
- Compiled information is used along with other data in the LEA comprehensive needs assessment to determine the overall effectiveness of system programs and the parental involvement plan.
- Provide a comment section for narrative responses.

Sec. 1116(a)(2)(B))
Description of how the Colbert County School District will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent 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 Colbert County Schools will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academics achievement and school performance:

Colbert County School District will accomplish this by:

- Coordinating necessary literacy training to help parents to work with their children in order to improve academic achievement
- Educating parents about community-based agencies and organizations where additional assistance may be obtained
- Supplying materials and training to help parents interact with their children at home

Sec. 1116(a)(2)(C))
Description of how the Colbert County Schools 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.

Colbert County School District will accomplish this by:

- Providing parents with various opportunities to learn about child development and child rearing through the provision of in-service programs and the distribution of various materials. These programs will assist parents in understanding the physical, intellectual, and emotional needs of their child, beginning at birth. These programs will also explain strategies, which parents can utilize to assist the healthy physical, intellectual, and emotional development of their child. Various agencies and resources in the community will be utilized to assist the child's success in school.
- Promote family literacy and parenting skills through parent resource centers. This will ensure opportunities of parents to learn about child development and child-rearing issues.

Sec. 1116(a)(2)(D))
Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

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

1. **The Colbert County schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan in**

improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement plan. Colbert County Schools will:

- Administer a Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.
- Information compiled is used along with other data in the comprehensive needs assessments to determine the overall effectiveness of system programs and the parental involvement plan.
- A comment section is provided for narrative response.
- Invite parents to an annual meeting during the fall to explain the LEA Title I Plan. Included in this explanation will be the benefits and activities, federal guidelines, the role, right and responsibilities of all parents in the education of their children.
- Parents are also notified of their rights to know the qualifications of their child's teacher and if that teacher is highly qualified.
- Hold an orientation specifically designed for the unique needs of families at each school. Additionally, provide translation at LEA level meetings.

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

2. **Colbert County Schools will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school involved, parents and the community to improve students' academic achievement, through the following activities specifically described below:**

   The school district will adhere to the following-with assistance of its Title I, Part A schools, as appropriate, in understanding topics such as the following, by understanding the actions described in this paragraph:

   - The State's academic content standards,
   - The State's student academic achievement standards,
   - The State and local academic assessments including alternate assessments,
   - The requirements of Part A,
   - How to monitor their child's progress, and
   - How to work with educators

(iii) strategies to support successful school and family interactions

3. **The Colbert County School District Agrees to implement the following statutory requirements:**
   - The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with the section 1118(d) of the ESEA.

- The school district will incorporate this LEA parental involvement policy/plan into its LEA plan developed under section 1112 of the ESEA.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- If the LEA plan for Title I Part A, developed under sections 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- The school district will involve the parents of children who serve in Title I, Part A schools in decisions about how the percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring-

(A) that parents play an integral role in assisting their child's learning
(B) that parents are encouraged to be actively involved in their child's education at school
(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on
(D) committees to assist in the education of their child
(E) the carrying out of the other activities, such as those described in section 1118 of the ESEA

Sec. 1116(a)(2)(E))
Description of how the Colbert County School District 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.

- Administer a Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.
- Information compiled is used along with other data in the comprehensive needs assessments to determine the overall effectiveness of system programs and the parental involvement plan.
- A comment section is provided for narrative response.
- Invite parents to an annual meeting during the fall to explain the LEA Title I Plan. Included in this explanation will be the benefits and activities, federal guidelines, the role, right and responsibilities of all parents in the education of their children.
- Parents are also notified of their rights to know the qualifications of their child's teacher and if that teacher is highly qualified.
- Hold an orientation specifically designed for the unique needs of families at each school. Additionally, provide translation at LEA level meetings.

Sec. 1116(a)(2)(F))
Description of how the Colbert County School District 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 Colbert County School District believes that in order to achieve the maximum education growth for students, there must be a conscious, collaborative partnership between the parents of students and the schools. The active involvement of parents in their child's education significantly increases the effectiveness of the programs offered by the Colbert County School District and therefore significantly contributes to the success of the child.

Parents of the students in Colbert County Title I schools are encouraged to learn as much as possible about the educational programs, goals, objectives and activities at their child's school. Parents are encouraged to participate in all activities designed by the schools to involve and inform parents.

In order to effectuate these beliefs and desires, the Superintendent and his staff shall work with each Title I school in developing a Parental Involvement Plan for each school.

Parent involvement provides an important opportunity for our schools to enrich and enhance the already existing programs and include parents in the educational process. Therefore, the vision of the Colbert County School District Parent Involvement Program is to form a family-school collaboration in which all resources will be utilized for optimal student development and success.

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

Description of 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 Colbert County School District, in coordination with school administration will: conduct in service programs, focusing on the state content standards, focus student academic achievement standards, examine state and local assessments- including alternative assessments and Title I requirements. Additional activities to promote improved students' achievement:

- Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments.
- Assist parents in interpreting assessment results prior to and after testing.
- Provide parents/teachers with meaningful information to be used during conferences.
- Encourage parents to schedule periodic parent-teacher conferences.

Description of 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.

Colbert County Title I Schools will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- The System Wide Parents Advisory Council meets on an as needed basis to discuss the effective use of parental involvement funds.
- Parental Involvement funding has been used to purchase a system level communication, and school-wide newsletters in English and available for translation in Spanish.

Description of 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.

Colbert County Title I Schools will educate its teachers, services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners; in the value and utility of contributions of parents; in how to implement and coordinate parent programs; and in building ties between parents and schools. The Colbert County School District will:

- Provide written information to explain the importance of working with partners as equal partners for each of the following groups: parents, teachers, teaching assistants, principals, counselors, secretaries, bus drivers, custodians, cafeteria workers, other staff members, all groups will be invited to participate in all parental involvement meetings.

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.

Colbert County Title I Schools, to the extent feasible and appropriate, will coordinate and integrate parental involvement programs and activities with Head Start, reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resources centers, that encourage and support parents in more fully participating in the education of their children by:

- Providing parents with various opportunities to learn about child development and child rearing through the provision of in-service programs and the distribution of various materials. These programs will assist parents in understanding the physical, intellectual, and emotional needs of their child, beginning at birth. These programs will also explain strategies, which parents can utilize to assist the healthy physical, intellectual, and emotional development of their child. Various agencies and resources in the community will be utilized to assist the child's success in school. Promote family literacy and parenting skills through parent resource centers. This will ensure opportunities of parents to learn about child development and child-rearing issues.

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.

Colbert County Title I Schools will take the following actions to ensure that information related to the school and parent program, meetings, and other activities, are given to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand that:

- Every effort will be made to communicate with parents in their primary language. Additionally, parents and community members who share a family's primary language may be utilized to better communicate and respond to the needs of these families.
- Additionally, we recognize the unique challenge of our EL families and will hold an orientation specifically designed for their needs at each school.

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

Colbert County School District has a Social Worker on staff to help provide support at the parents' request. Each school has a Guidance Counselor to provide character building units on various subject matters such as drug free, anti-bullying, kindness, etc. Each year our schools host an Open House where parents are free to visit with their students' teachers, also parent teacher conferences are offered throughout the year at the request of the parent or teacher. The district also provided support through Gifted and Special Education Services.

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

Colbert County School District provides opportunities to involve parents in professional development planning through various committees. Professional Development is discussed at the Annual Federal Programs Advisory Committee meeting, the district is open to the suggestions of parents to help increase the effectiveness of training for our teachers, principals, and other educators. Our ACIP team meets bimonthly throughout the year and professional development planning is done through these meetings. Meetings with the DHR Q/A Committee, the Children's Policy Council, Juvenile Probation Office, and Colbert County Juvenile Court Judge also help determine professional development plans. Our Student Success Coach attends all of these meetings.

Describe how the LEA may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

The Colbert County Schools will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academics achievement and school performance:

Colbert County School District will accomplish this by:

- Coordinating necessary literacy training to help parents to work with their children in order to improve academic achievement
- Educating parents about community-based agencies and organizations where additional assistance may be obtained
- Supplying materials and training to help parents interact with their children at home
- Planning and working with parents as needed with the Parental Involvement Liaison.

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

Upon request Colbert County Schools will provide funds for expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.

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

Funds will be used to ensure that information related to school and parent programs, meetings, and other activities is sent to the parents in a language that parents can understand. Parents will be encouraged to enhance the involvement of other parents, through social media, word of mouth, and shared experiences.

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

Colbert County Schools conducts their Title I meetings in the evenings to accommodate those parents who work during the day. If the scheduled date and time is not convenient to the parent, they may request a meeting with school administration at an alternate time. Parent Teacher conferences are conducted on an as needed basis. Parents and teachers can request a conference at any time during the school year. Dates and times are set for conferences to accommodate the schedule of the teacher and parent.

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

The Colbert County schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement plan. Colbert County Schools will:

- Administer a Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.
- Information compiled is used along with other data in the comprehensive needs assessments to determine the overall effectiveness of system programs and the parental involvement plan.
- A comment section is provided for narrative response.
- Invite parents to an annual meeting during the fall to explain the LEA Title I Plan. Included in this explanation will be the benefits and activities, federal guidelines, the role, right and responsibilities of all parents in the education of their children.
- Parents are also notified of their rights to know the qualifications of their child's teacher and if that teacher is highly qualified.

- Hold an orientation specifically designed for the unique needs of families at each school. Additionally, provide translation at LEA level meetings.

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

- Involve parents in the development of the LEA Title I Plan. Parents are members of the System-Wide Advisory Council and are integral in the development of the LEA Title I Plan including the LEA Parental Involvement Plan.
- Administer a Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall program involvement plans. Compiled information is used along with other data in the LEA comprehensive needs assessment to determine the overall effectiveness of system programs and the parental involvement plan. Provide a comment section for narrative responses.

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

The Colbert County School District has developed partnerships with many community-based organizations and businesses to provide parent involvement activities.

- Youth Leadership Shoals invites students from across Colbert County to participate in a program to provide character building and community service opportunities. Opportunities are given to parents to be involved with their students. (Pending COVID Restrictions)
- Helen Keller Hospital works with students in the district Health Science Classes. Students are given the opportunity to become CNAs through clinical hours and certification testing. (Pending COVID Restrictions
- UNA provides interns from several department areas to help develop parental involvement activities: UNA Social Worker Department, Public Relations Department, Professional Writing Department, College of Education and College of Nursing.
- The Tennessee Valley Art Association provides various opportunities for students and parents.
- Colbert County Schools Career Coach involves parents and students in preparing for college. Assistance is given to students and parents when applying for financial assistance and scholarships. Financial Aide nights are hosted for students and parents.

Sec. 1116(f)
Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the Colbert County School District and its schools will provide full opportunities for the participation of parents with

limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, as described above including alternative formats upon request, and to the extent practicable, in a language parents understand.

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 Annual Federal Programs Advisory Committee Meeting minutes.

The Colbert County School District will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2026 .

PLAN APPROVED BY ***(Person or Entity)***

9/17/24

DATE OF APPROVAL

Description of the process/procedures the Colbert County School District uses to ensure the implementation of the Parents Right-to-Know provisions.

PARENTS RIGHT-TO-KNOW

(A) QUALIFICATIONS- At the beginning of each school year, Colbert County Schools shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and Colbert County 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 teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

(ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

(iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

(iv) 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:

(i) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and

(ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

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

(D) Description of how the LEA will use funds to support after-school (including before school and summer school) and school year extension programs.

- Since all Title I schools are servicing children through continuous improvement plans, all migratory children would be provided equal services in all elementary schools. First priority for services would be given to migrant students who are failing, or most at risk of failing and have an interrupted school year.
- Provide services to eligible children, teachers, and parents attending private elementary schools and secondary schools in accordance with section 1112, and timely and meaningful consultation with private school officials regarding such services.
- The Colbert County School System is committed to participating in the National Assessment of Educational Progress. This provides an opportunity to participate on the national level. Even though we do not get specific scores for our local educational agency, we are able to get statistics on how the group of students did and how our state achieved in comparison to other states. The students are also exposed to a national test which is beneficial for them to gain experience in taking a nationally normed test.
- ***Services for Children with Limited English Proficiency, Children with Disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase effectiveness, duplication, and reduce fragmentation of the instructional program.*** EL students are served through Title I, Homeless Children and Youth, IDEA, and State Funds, depending on their qualifications for services. LEP students are given tutoring services. Students with disabilities receive services under Title I, IDEA, Migrant, Immigrant and State funding contingent upon meeting the criteria to be served. These services are coordinated to eliminate duplication of services and to conserve funds to make the funds extend further. Homeless Children and Youth funds are used to meet the needs of children who qualify and do not attend Title I schools. A needs assessment is done on each child who qualifies to determine their priority of needs. All programs work together to coordinate the programs in the best interest of the students. Integrating program strategies, increasing cross-program coordination, and providing enhanced planning and service delivery provides for improved services for students, educators, and staff. Cooperation and collaboration to incorporate program goals helps ensure meeting the state's challenging and performance standards.
- Colbert County School District will 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 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

- 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.
- 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)).
- Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- Adhere to its Parental Involvement Policy developed with parental participation.
- Administer programs, activities, and procedures for the involvement of parents in programs consistent with the law. These include parent/teacher conferences, compacts, parent days, grandparent days, volunteers, homeroom volunteers, PTO/PTA Organizations, plays, chorus presentations, talent show, graduations, and carnivals.
- Assist schools in developing a Parental Involvement Plan.
- One percent of the Title I allocation will be reserved for parental involvement and at least ninety-five percent of the one percent will be allocated to each school based on the number of students qualifying for free or reduced lunch.
- Provide technical assistance and support to school-wide programs.
- Work in consultation with schools, as they develop school-specific plans pursuant to section 1114 and assist schools as they implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- Work in consultation with schools as the schools develop and implement their plans or activities under section 1118 and 1119.
- Ensure, through incentives for voluntary transfer, the provision of professional development, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- Use the results of the students' academic assessments, required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) within 21 years;
- Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.
- Assist each school served by the agency and assisted under this part in developing identifiable examples of high-quality, effective curricula consistent with section 1111(b) (8) (D).
- School Parent Compacts will be developed and distributed to students and parents each year stating the responsibilities of the school, parents and students in the academic achievement of each child.
- The schools will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the State's student academic achievement. Parents will be responsible for supporting their children's learning, such as monitoring attendance, homework

completion, and television watching; volunteering in their child's classroom; and participating when appropriate in decisions relating to the education of their children.

- Communication between teachers and parents will be on an ongoing basis through, at a minimum: parent-teacher conferences at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- School personnel and parents work together as partners to implement and coordinate parent programs and build ties between parents and the school.
- Information about parent programs will be communicated to parents in an understandable format.
- Meetings will be held at times conducive to parents' work schedules.
- Parents' LEP students, disabled students, and migratory students will be provided full opportunities for participation and reports will be disseminated in understandable languages.