



## Choctaw County Schools 2023-2024 LEA Consolidated Plan

107 Tom Orr Drive  
Butler, AL 36904  
205-459-3031  
[www.choctawal.org](http://www.choctawal.org)

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

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

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

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

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

Choctaw County Schools participate in the Alabama State Department of Education Assessment Program which complies with requirements of the Every Student Succeeds Act (ESSA) of 2015. The district follows the State Assessment Calendar in the administration of state required assessments. Students are assessed at different grade levels using a variety of instruments to measure achievement and growth in specific disciplines. The district also administers local assessments: STAR Reading administered in grades 1-6 to identify reading zones and measure growth; iReady in grades K-12,

AIMSWeb and MClass in grades K-3, and teacher-made/formative assessments in all grades to inform instruction.

Teaching & Learning: Choctaw County is committed to producing productive, responsible citizens by providing quality education for all students in a safe environment. This is accomplished through a comprehensive, developmentally-appropriate, and challenging curriculum that is informed by data and taught by licensed and certified staff in a positive and supportive climate that engages the learner. It is the belief of the school system that high expectations of both teachers and students must be encouraged and facilitated. To that end, federal funds are used to provide educator training on the use of data in promoting systemic classroom improvement practices that accelerate student learning. This effort is designed to transform schools and classrooms into learning communities where students and teachers can be seen learning. Reform efforts support the increase of expertise that will affect needed improvements in student achievement, cross program coordination, and program integration. Specific reform strategies are located in each school's Continuous Improvement Plan (CIP). Documentation of evidence-based (EB) programs is maintained at the school level. Teachers receive training, as needed, on each grade/discipline appropriate EB program employed on their campus. Formative assessments inform teaching practices to improve student learning and play an integral role in directing professional growth opportunities.

The system ensures equitable participation of students, personnel, and programs operating under or provided under its consolidated plan, so that all students have an equitable opportunity to achieve challenging state academic achievement standards. The LEA and its schools use information obtained from state and formative assessments to assist in diagnosing and teaching. State test results are released by the central office to school administrators, who appropriately distribute and discuss results during grade level/departmental, and/or faculty meetings. Results are examined at each grade level, subject area, and subgroup. Grade distribution is examined and addressed by the principal and RtI/problem-solving team at the end of each grading period. Formative assessment results are studied to guide future planning and decision-making.

Principals ensure the formulation of action plans for students failing to meet proficient levels of academic achievement and/or sufficient growth. Teachers design strategic instructional plans that address the needs of students who are above, on, and below grade level. Discipline specific course of study, CCRs, Curriculum and Pacing Guides are used in lesson development to ensure comprehensive, systematic, sequential, instruction of minimum state standards. Curriculum implementation is also monitored at the district level. Central Office administrators assist in this effort by participating in walk-throughs and ACIP reviews.

The LEA understands that its students must be able to function and compete in a global society. It affords teachers the academic freedom to teach beyond the minimum state standards and provides its students with access to a variety of elective courses through ACCESS Distance Learning as well as dual enrollment opportunities with Coastal Alabama College and the University of Alabama Early College. Students who are not college bound have access to a variety of Career Technical Courses to help prepare

them for the workforce. Exposure to the arts is supported by art grants and 21st Century CLC programs for elementary students, while innovative scheduling also supports music education at the elementary level.

Although most needs, goals, strategies, and activities are planned for teachers and students at the local school level, others are addressed at the district level. Each school's Continuous Improvement Team collaborates with the Federal Programs Director to plan and implement federal components and adhere to funding guidelines. Other system coordinators (i.e. Technology, Special Education, Curriculum & Career Technical, and Accountability) also work closely with the schools to ensure cross program coordination and to address system-wide needs. For example, student achievement data indicate a need for additional school support in the effective implementation of CCRSS. Title I and Title II funds, provide teacher release time for studying data and planning for data informed instruction, engaging in job-embedded professional development to study content and instructional strategies for improving their craft as well as improving classroom management skills.

The district and its schools support student and teacher access to cutting-edge technologies that increase access to information, engagement, efficiency, creativity and skill enhancement. Federal funds support professional and student learning in the use of these technologies. Commitment to equipping ALL learners with tech tools and skills is central to maintaining quality instruction and student learning in instances where in-person instruction is not feasible. One-to-one device capabilities, management software, View Sonic boards, learning management systems, and stakeholder support allow for continuous teaching and learning. Project based learning offered through Schoology provides an additional avenue for engaging and meeting students' needs. A renewed support of the Arts allows for music appreciation and art instruction through band programs and art instruction.

## **2. Sec. 1112(b)(1)(B)**

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

Services are provided for all students with an increased emphasis on helping at-risk students achieve proficient and advanced state achievement standards. School continuous improvement and system plans address measures used toward achieving this goal. Each ACIP varies in composition and strategies to meet individual student needs. Comprehensive measures are used in identifying students who are at-risk of not meeting state student academic achievement standards. Teachers target instruction to help students meet state standards. Students performing in need of support on state and/or national assessments, failing to benchmark on DIBELS, or score in the proficient range in the district's reading and math programs are identified as at-risk. In addition, schools use yearly, semester, and nine week's failure reports of core academic subjects, along with various formative assessment results to help identify students in danger of low achievement. Retention, discipline, and attendance data are also used in identification.

Each school has a Response to Instruction (RtI) Coordinator who organizes and conducts RtI meetings in conjunction with the principal and appropriate personnel. The RtI team reviews student progress and establishes instructional and/or behavioral supports to facilitate student learning. The team meets on a regular basis to monitor plan effectiveness. In addition, members of the LEA Academic Focus Team review quarterly failures, attendance and discipline data to provide feedback and assistance to assigned schools.

### **3. Sec. 1112(b)(1)(C)**

**Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.**

Students identified as having academic difficulties receive additional assistance in a variety of ways. Each school develops its own plan for intervening. Intervention activities are designed to empower students to become proficient readers and mathematicians of grade level material. Interventions correspond to the needs of the student, state, and national reading and/or mathematics standards. Personalized plans are designed to support academic improvement. Parent notifications are provided for identified students and conferences are held to discuss home strategies to provide student support for academic achievement. Students are scheduled for additional assistance during the school day and/or they may take part in after school tutoring opportunities.

Federal funds are used to provide additional tutoring services, instructional materials, equipment, software, and computer hardware, as appropriate, to supplement existing instructional efforts. Additional skill practice is provided to enhance classroom instructional activities through the use of educational software, such as iReady, and Accelerated Reader which are facilitated through the networking capability of the district and schools. Student access is available in classrooms, school libraries, lab, and home settings as appropriate/applicable.

All of the district's schoolwide programs provide after school tutoring programs where students receive homework assistance and targeted instruction in the areas of reading mathematics, science, and social studies. 21st Century CLC, ARP ESSER, and ARP ESSER State Reserve are the current funding streams for these programs. ARP ESSER and ARP ESSER State Reserve will also support extended year, enrichment, and literacy programs during the summer to bridge learning and achievement gaps.

The district recognizes that some students may require non-academic interventions to help them engage in the academic process. Students experiencing behavioral challenges are eligible for in-school behavior support services from licensed therapists. Some interventions may be more appropriately provided by outside agencies. Students who might need specialized intervention services are referred to school counselors and/or the district social worker, who may refer the students/families to other county

agencies, such as West Alabama Mental Health, Youth Services, Health Department, and the Department of Human Resources.

**4. Sec. 1112(b)(1)(D)**

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

The system works collaboratively with school personnel and parents in cultivating learning environments that equip and inspire all learners to reach their highest potential. Various strategies are employed in supporting positive climates. As a result of the district's School Climate Transformation Project, all schools implement Positive Behaviors and Interventions Support (PBIS) as a systemic measure for improving learning conditions. School implementation support is provided by an LEA PBIS Facilitator and Project Manager. The grant also equips each campus with an onsite behavior specialist.

In addition, anti-bullying programs, drug and violence education programs and leadership training are currently in place to build favorable cultures. Learning communities and professional learning groups in addition to instructional rounds and book studies support teacher growth in promoting student engagement and accountability. Title dollars along with state funds support these efforts.

**5. Sec. 1112(b)(2)**

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

The district strives to employ licensed and certified teachers in all of its schools. Title funds are used to recruit and retain properly credentialed teachers. The district offers a graduated signing bonus to assist in this effort

Select district and school staff review staffing decisions to ensure proper placement of instructional staff. Teacher availability, the number of first year teachers, teacher evaluations and student achievement data are considered in the decision-making process.

**6. Sec. 1112(b)(3)**

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

The district requires all of its schools to utilize evidence-based strategies that promote proficiency for all students in the areas of reading and mathematics. The strategies are outlined in school ACIPs. Each ACIP contains reform strategies that include the district's requirements for the use of College and Career Readiness Standards, pacing guides, and formative assessments to help ensure that students meet or exceed state academic standards.

ACIP walk-throughs, classroom observations, and school management and operation walk-throughs are conducted by district administrators to support school improvement efforts. District-wide professional learning efforts address strategies to improve the achievement of students receiving special education services. Where appropriate, Title I and II funds are used to provide outside professional learning consultants. These consultants assist the district and each school in improving student achievement. Service days are based upon need.

Title I dollars are set aside to address site specific resource and professional learning needs of personnel in its school identified for comprehensive support. The district supports the school by building school leadership capacity through professional learning opportunities, including the use of data to inform decision making, implementing new and engaging methods for students to acquire content, and ensuring that standards are taught. A district administrator is assigned to each school to support the change process.

**7. Sec. 1112(b)(4)**

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

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

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

- **Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).)** For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

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

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

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

**An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA.**

**(ESEA section 1113(a)(3)(B).)**

All students in the Choctaw County School System receive free breakfast and lunch through district participation in the Community Eligibility Provision. Poverty data for each school is based upon the number of students who are directly certified by the state.

The average percentage of poverty in Choctaw County Schools is approximately 82.95% (100% with the building eligibility multiplier). All schools qualify for and are served under Title I schoolwide authority. Title I school allocations are based upon a per-pupil allocation and served through the straight allocation method so all schools receive the same per pupil rate. The Federal Programs Advisory Committee determines the per pupil allocation method.

#### **8. Sec. 1112(b)(5)**

**Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.**

All schools in the district operate schoolwide programs. Local schools conduct schoolwide programs in a manner in which nondiscriminatory program participation opportunities are afforded to all attending students. Appropriate federal and state participation guidelines are applied equally to all students.

A comprehensive needs assessment drives the development of each schoolwide program. Individual school ACIPs identify needs, goals, strategies, activities, and resources for improving student achievement. Schoolwide programs use all available funds (state, local, federal, and grants) to enhance the school's entire educational program. Currently, ESSER funds provide teachers for critical need academic areas

above the foundation allocation in all schoolwide programs, as necessary. Funds also provide supplemental resources, equipment, and technologies. Procurement plans are described in each school's ACIP.

Each school develops and implements a professional learning plan through its ACIP. Activities are determined by school and district needs assessments and funded through local, state, and federal monies. A listing of professional development activities can be found in the plans. Needs are addressed through job embedded, during, and after school activities such as shared teaching, coaching, grade/across grade/departamental meetings, workshops, peer observations, instructional rounds, webinars, and conferences. Local personnel, and/or state and national consultants conduct sustained professional learning activities. Additionally, the district utilizes Title I, state, and local, funds to provide professional learning opportunities to strengthen skills and improve the knowledge base of targeted non-certified personnel, as needed.

Schoolwide programs also work collaboratively with parents in the educational process. Each year, schools and parents develop a plan for involving parents in their educational program. Details of the plans are found in individual school Parent and Family Engagement Plans. Parents and schools also agree upon how they will work together through use of a School-Parent Compact. Schools use Title I funds that are earmarked for parent and family engagement to help carry out their plans.

The district utilizes Title I funds to provide additional support service personnel to assist schools in the implementation of their schoolwide plans. Technology assistance is provided through the services of a computer technician and a technology coordinator. A Federal Programs Support Specialist works closely with principals, teachers, and parents to assist schools in strengthening parent and community partnerships and to provide building level support of federal, state, and local compliance procedures.

There are presently no local institutions for neglected or delinquent students in Choctaw County. However, procedures are in place to provide appropriate services for such students. Students returning from facilities may re-enter through the district's Alternative Setting program where they receive academic and learning support services.

Neglected students are pre-screened by school officials based on observations and direct communication with students. The Department of Human Resources (DHR) is notified of students living under dire conditions. The district's Social Worker serves as a Point of Contact for the Fostering Connection Plan and collaborates with DHR and school officials on changing conditions of the student. Students receive accommodations regarding class assignments and support services to facilitate student success.

#### **9. Sec. 1112(b)(6)**

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



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

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

The district will ensure program implementation and coordinate efforts to ensure that homeless children and youth, including preschool age children, are provided the opportunity for academic success.

Homeless children and youth are often undetected. The school district will conduct training sessions with the appropriate school personnel to inform them of methods of identifying homeless children without stigmatizing students or families. The district will use a *Residency Questionnaire* to facilitate in the identification of homeless children and youth and preschoolers. The parent, guardian, or unaccompanied youth will complete the residency questionnaire. The school counselor may provide appropriate assistance to the parent, guardian, or unaccompanied youth in answering the questionnaire if necessary. The forms will be housed in the school counselor's office or in close proximity. School counselors will contact the district's Homeless Liaison/Federal Programs Director if a student is suspected of being homeless.

The school shall enroll a homeless child even if the child is unable to produce proof of residency, birth certificate, social security number, immunization record, or school records. The school shall immediately contact the last school attended to obtain relevant academic and other records. If the child needs to obtain immunizations, or medical records, the enrolling school counselor or principal's designee will provide the parent, guardian, or unaccompanied youth appropriate assistance in obtaining the necessary records and documents for enrollment. The existing method of assigning a student number will be employed when a student enrolls without a social security number.

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

The District will not segregate homeless children. The district shall make the choice regarding placement without regard to whether the child lives with the homeless

parents or has been temporarily placed elsewhere. All homeless students shall be provided with services that are comparable to services offered to other students in the school in which the child is enrolled, including:

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

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

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

When a dispute arises regarding school placement, the district will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The Homeless Liaison/Federal Programs Director will take necessary steps to resolve the dispute. If the dispute cannot be settled by the homeless liaison, the liaison will assist the complainant in seeking technical assistance from an appropriate service agency/ALSDE.

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

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

The district does not receive McKinney-Vento funds. All of the schools in the district are schoolwide schools. Thus, students experiencing homelessness automatically benefit from Title I services. However, the district sets aside Title I funds to provide additional services, if needed.

Parents of Homeless students are encouraged to:

- Become actively involved in making suggestions in the planning and operations of the Title I program;
- Attend all informational meetings concerning Title I programs;

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

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

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

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

Choctaw County Schools will conduct an annual evaluation of its Homeless Education program to determine the effectiveness of the program through surveys. The system will adjust practices and procedures as needed to improve the effectiveness of implementation and student achievement. This plan will be reviewed and revised, if necessary, each year.

#### **10. Sec. 1112(b)(8)**

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

The district does not operate a Title I funded pre-school program. To assist students and parents in the transition process from home to kindergarten, applicable elementary schools invite prospective parents and students to an orientation session in the Spring. Both schools distribute a list of suggestions, proficiency levels of academic standards, curriculum highlights, and registration documents. Parents and new students are given a tour of the school and encouraged to participate in summer programs to acclimate them to the facility and school processes. (don't have state ID to participate)(could they use other state id numbers?)

Additionally, the LEA partners with Black Belt Community Foundation, Central Alabama Child Development, & CDC Inc. to provide Head Start services to eligible children in the county. (Blackbelt) Choctaw County Elementary School houses a Head Start Program. Central Alabama Child Development & CDC, Inc. provides instructional staff and supplies for the program while the school provides classroom space. This partnership provides future kindergarten students with early acclimation and smooth transition to school structure, and rules. Collaboration between Head Start staff and pre/kindergarten teachers is also facilitated by on-site housing.

Services for three (3) and four (4) year-old children who have been identified as developmentally delayed and/or in need of speech services are provided at Choctaw County Elementary School. Speech and language services for the same age group are also provided at Southern Choctaw Elementary School. These services are managed through the Special Education Department and funded through a joint effort between state preschool monies, ARP ESSER, and IDEA-B preschool funds.

In addition to the previously described efforts, Choctaw County Elementary and Southern Choctaw Elementary operate on-site Pre-Kindergarten Programs. The Office of School Readiness funds both programs through renewable grants. These programs provide onsite daily instruction for eighteen four-year-old students at Choctaw County Elementary and thirty-six children (2 programs) at Southern Choctaw Elementary during the school year. Families and students are supported through on-site housing and inclusion in daily programming. Pre-K teachers and paraprofessionals participation in school faculty meetings and most professional development activities fosters collaboration among program staff and school staff.

Entering kindergarten students are also allowed to attend summer enrichment programs. The programs are open to future students even if they have not previously participated in Head Start or Pre-K programs to provide them an opportunity to become oriented to school and class settings prior to the first day of school. Summer programs are supported by 21st Century CLC grants, ARP ESSER, ARP ESSER State Reserve, and local monies, as available.

#### **11. Sec. 1112(b)(9)**

**Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating**

**a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.**

There are no targeted assistance schools in the Choctaw County School System.

**12. Sec. 1112(b)(10)(A)**

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

Elementary and secondary schools collaboratively plan transition activities to assist students in making a seamless transition from sixth to seventh grade. Activities that focus on the academic and structural changes are conducted in the spring of each year. In accordance with interest, the district's schools sponsor summer transition activities where entering seventh grade students and their families meet with their future teachers to orient them to their new environment, procedures and requirements. Consistent with need and interest, the activities range from a one-day expo to eight half-day camps. Camps typically include field trips that expose students to future college and career opportunities.

Secondary schools provided juniors and seniors with numerous opportunities to participate in college tours and career fairs. Students take the ACT, Pre ACT, Workkeys, and ASVAB exams on campus. Counselors assist students in applying for college admission and financial assistance including new FAFSA requirements, organize Reality Check activities that require students to operate a household on a set amount of funds, and invite professionals from the world of work to inform students about careers.

**13. Sec. 1112(b)(10)(B)**

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

Dual enrollment is offered to eligible sophomores, juniors, and seniors through partnership with Coastal Alabama Community College and the University of Alabama Early College. Pending fund availability, Title IV dollars are used to increase participation by providing tuition scholarships. A career coach works collaboratively with school counselors and college officials in aligning career paths with college classes. Students begin developing a career plan using Kuder Navigation in eighth grade. School counselors and the career coach assist students with career counseling, updating, and monitoring their plans, yearly. Principals and counselors ensure scheduling that facilitate individual career paths. The career coach, post-secondary partners, counselors, teachers, and administrators work to facilitate a successful transition to a career, military, or postsecondary education for all students after the completion of their high school program.

**14. Sec. 1112(b)(11)**

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

The system attempts to provide a positive, rewarding, and challenging educational experience for all of its students. Periodically, the general program structure does not meet the needs of some students. In response to the needs of these students, an Alternative Setting Program was developed through a coordination of foundation and federal funds. The program exists to provide an optimal educational environment for students whose unique situations and/or needs are not fully addressed within the constraints of the traditional program.

Students who would normally receive out-of-school suspension for select student code of conduct violations are able to continue learning in a highly structured school setting within Choctaw County High School or Southern Choctaw High School. Each school has established an instructional setting that is conducive for positive, structured, and support learning that addresses academic content and character education. Each attending student is required to complete an online course related to his/her specific offense. Title I and/or Title IV-A dollars, as warranted, support(s) the program. The Alternative School Program is designed to not only support students whose needs are periodically met outside of the regular school program, but also engage their parents in the educational process while their child attends the program. Entry and exit conferences are conducted with parent and child, with periodic checks, depending on need.

Eligible students of Choctaw County High and Choctaw County Elementary School receive services at the Choctaw County High School Site. Eligible students of Southern Choctaw High and Southern Choctaw Elementary School receive services at Southern Choctaw High.

In addition to the Alternative Setting, the district analyzes discipline data to determine school practices and provide professional learning on promoting positive behavior and student engagement to serve as proactive measures in preventing overuse of in-school referrals and out-of-school suspensions. Countywide implementation of PBIS is intended to be the key reform measure. PBIS Implementation is supported through a School Climate Transformation Grant.

**15. Sec. 1112(b)(12)(A)**

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

The LEA provides career and technical education experiences integrated with academic learning in grades 8-12. These programs expose students to a variety of career options and credentialing opportunities in order to prepare them for college and/or careers. The programs are developed based on current industry demands within the workforce region. For example, elective opportunities in welding, health science, business management & administration and industrial maintenance are available. Health science is offered to Choctaw County High students. Agriscience is offered to Southern Choctaw High School Students. Industrial maintenance is available through dual enrollment at Coastal Alabama Community College. Welding classes are available at the district's Tom Orr Complex while Business Management and Administration classes are available on-site at each high school. Career awareness is integrated in grade 8 through field trips and cross curricula activities such as SAWDC's Worlds of Opportunity. A career coach bridges core academics and CTE programs.

**16. Sec. 1112(b)(12)(B)**

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

The LEA provides opportunities to participate in work based learning experiences. Credit is earned in the work-based learning program. Students are encouraged to work or job shadow in the areas that integrate their CTE program of study. The LEA has policies in place that address live work and work-based learning.

**17. Sec. 1112(b)(13)(A)**

**Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.**

State gifted funds are used to provide a gifted teacher/specialist through the special education department. The gifted teacher conducts the mandated second grade Child Find and accepts referrals for gifted students. Title I, Title II, and ARP ESSER funds will be used to support professional learning opportunities for the gifted teacher.

**18. Sec. 1112(b)(13)(B)**

**Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.**

The system utilizes consolidated funds to promote literacy and student achievement. Additional reading material and books will be purchased to support literacy and the Accelerated Reader Program. Contract renewals: Destiny, AR, and STAR Reading

programs will also be funded to help increase reading practice and measure of growth. Pending fund availability, School Climate Transformation Grant funds will provide students with online access to reading material through the myOn Reader App. Consolidated funds will provide professional learning experiences for media specialists to enhance practice.