



TUSCALOOSA CITY SCHOOLS

Consolidated Plan 2022-2023

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Tuscaloosa City Schools Consolidated Plan 2022-2023

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

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

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

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

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

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

Each Tuscaloosa City school develops an Alabama Continuous Improvement Plan (ACIP) that provides the goals and plans for the school year. Principals and teachers received training in the use of data driven plans, and are provided an opportunity to have technical assistance in developing their plan by our federal programs team administrators. After the testing results are received, schools develop their plan and each of the school leadership teams write the plan based on the data. Student success will be determined using benchmarks set by the state department for attaining desired targets as well as goals established during principal goal-setting sessions. Assessment data will be disaggregated into subgroups. District staff will conduct Better Practice Visits, instructional reviews, and mid-year and end-of-year reviews to ensure that the ACIP is implemented and followed. Revisions are made to the plans as needed.

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

- AlaKIDS (Kindergarten)
- Imagine MyPath (Grades 4-10) Reading and Math
- Core Program Unit Assessments
- Common Formative Assessments

- Aimsweb Early Learning Screeners (K-3 in Reading and Math)
- GOLD Teaching Strategies
- NAEP

State assessments include:

- ACAP Summative (Grades 2-8)
- ACAP Alternate Assessment
- ACT, PreACT, ACT WorkKeys, ACT Plus Writing, ACT Plus Writing with Accommodations
- AP Exams
- PSAT
- ACCESS for ELLs 2.0, Alternate ACCESS for ELLs 2.0

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

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

Local school continuous improvement plans and state courses of study provide a framework for teaching and learning in the classroom. Data is analyzed to guide instruction for all subgroups. Performance Series Express will also provide data on K- 5 students and Aimsweb Early Learning Screener for K-3. The computer-assisted programs have management systems that provide appropriate placement, assess skills, and measure growth. A Response to Intervention/Instruction model is implemented in each school. There is an emphasis on skillful, effective Tier I and Tier II instruction within the classroom. Students are provided Tier II instruction in both reading and math if needed. Supplemental Interventionists through Title I, ESSER, and/or local general funds may provide additional support. These may include additional reading interventionists, reading teachers, and instructional coaches. If students are not successful in the classroom, a referral to RtI Team may be made. An RtI plan is developed for students who require Tier II and Tier III instruction. Tier III instruction is provided for students who are identified as having an academic deficit.

Tuscaloosa City Schools is committed to providing all students an excellent and equitable education from all teachers who meet state certification and licensure requirements. All teachers' state performance data are used to identify students who are academically at-risk. Further screening for reading difficulties is achieved through administering reading assessments such as Pearson Benchmarks, Performance Series Express, and Aimsweb Early Learning Screener. Students identified as at-risk are discussed at monthly response to intervention meetings, weekly data meetings, EL committee meetings, and grade level meetings.

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

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

Each school in Tuscaloosa City has developed and implemented a plan to provide additional assistance to individual students experiencing difficulties. Assistance is provided through extended day tutoring programs, summer school programs, EL tutors, and/or research-based strategies designed to meet identified needs of particular students. Additionally, EL students in all schools are supported through ESL teachers and tutors, Spanish Outreachers, and ESL specialists, which are provided with local, state and federal funds. They are also eligible for the intervention programs provided by the LEA, including but not limited to Imagine Learning, Reading Horizons Elevate and other district-purchased, evidence-based programs and instructional material.

Homeless students receive tutoring assistance available through Title I and the Homeless Competitive and 21st Century Grants, as awarded. Instructional Literacy and math coaches are placed in all TCS schools to provide coaching and professional development for teachers as well as assistance to students as needed. ARI and other intervention strategies are used to provide in-class assistance. Reading interventionists are

federally funded in all schools, including the Support Title IV schools as identified by TCS schools to work with small groups and/or individual students who are struggling in reading or math. The ACIP provides specific details of support. Instructional staff is available to provide assistance with professional development, classroom management, reading strategies and other issues in which teachers need support. There is an emphasis on Tier II instruction in the classroom for students that are experiencing difficulty in reading and math.

Students are assisted in meeting the state's rigorous academic standards by various means including:

- 21st Century Community Learning Centers Programs
- 38 Pre-K Classrooms
- Funding of At-Risk community agencies (Juvenile Detention Center)
- 21st CCLC Extended Day Summer Programs at Arcadia Elementary, Central Elementary, Oakdale Elementary, Martin Luther King, Jr Elementary, Skyland Elementary, Southview Elementary, and Eastwood Middle
- Participation in Adopt-a-School program (mentoring, job-shadowing, student recognition, student performances, supply of additional human and instructional resources)
- Reading by Third Grade (RB3 Initiative) with community day care, churches, and partnership organizations
- Parent and community volunteer programs to assist students at school (Foster Grandparents, Mentoring, Reading Allies, Big Brothers and Big Sisters)
- Purchased service contracts for consultants to assist teachers and parents of at-risk students Imagine Learning, COMP trainers, Mentoring, Personalized Learning, Literacy, Response to Intervention, Parent Project, Math Solutions, Solution Tree, Scholastic Education
- Summer Learning
- myON digital library
- Imagine Learning Language and Literacy for ESL students
- Reading Interventions who serve at Title I Schools
- Districtwide Literacy and Math Coaches who serve Title I Tier IV schools identified by TCS
- Six Districtwide Instructional Technology Coaches who serve Title I schools

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

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

Each school has a school leadership team responsible for school wide planning that meets regularly to review data, monitor program implementation, and adjust program components to ensure that all students meet the state's achievement standards. Schools participate in data meetings, PLCs, RTI and EL committees to discuss at-risk students and to determine the most appropriate educational plan for each student. RTI plans are in place for all students who need additional support during Tier II and Tier III instruction.

Each month, Better Practice Visits and technical assistance visits will be conducted in each Title I school to ensure that components of the ACIP are being executed. Federal Programs and The Teaching and Learning Curriculum staff, as designated, will conduct these on-site visits and reviews.

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

Tuscaloosa City Schools is committed to providing all students an excellent and equitable education from all teachers who meet state certification and licensure requirements. This commitment proactively begins during the hiring process, at which time all applicants are vetted to ensure that requirements are met. In response to the teacher shortage, alternate certification pathways are allowed. The Human Resources Department

maintains applicant data (level of experience/certification) and monitors school placement through a process where a central support team member is a required participant in the interview process at all schools. In addition, a human resource specialist works with all schools to gain certification compliance. Teachers deemed ineffective are not retained (after being given the opportunity to respond to a corrective action plan). Inexperienced teachers are recipients of intense classroom organization and management training. Despite all efforts that are in place to promote equity among schools, if a disparity exists, TCS adjusts staffing to address needs. At all schools, all teachers' state performance data is used to identify students who are academically at-risk. Further screening for reading difficulties is achieved through administering reading and math assessments. Students identified as at-risk are discussed at data meetings, monthly intervention, weekly PLC meetings, EL committee meetings, and grade level meetings.

6. Sec. 1112(b)(3)

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

- Comprehensive and Targeted Support identification of schools in School Improvement will be made to the Superintendent by the ALSDE. TCS currently has no identified Comprehensive Support Schools.
- Schools identified will be notified by the Superintendent or his designee and the following actions will take place.
 - Schools will be identified as acceptable transfer sites as applicable.
 - Parents and the public will be notified of School Choice as applicable.
 - Parents will be given two choices of locations as applicable.
 - Parents will be notified of school assignments and transportation arrangements provided by TCS as applicable.
 - All requests for transfers will be processed and any needed staff adjustments necessary will be made.
- Currently, we have 8 identified Additional Targeted Support Schools-Central Elementary, Martin Luther King, Jr Elementary, The Alberta School of Performing Arts, Southview Elementary, Woodland Forrest Elementary, Eastwood Middle, Westlawn Middle, and Paul W Bryant High
- Federal Funds will be provided for the schools identified for comprehensive or targeted support.
- School Improvement and Turnaround Administrator provides support to all Comprehensive and Targeted Support Schools.

7. Sec. 1112(b)(4)

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

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

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. (*ESEA section 1113(a)(2).*)

Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

- Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and
- Serve the eligible school attendance areas in rank order. (*ESEA section 1113(a)(3).*)

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools —
- The LEA must notify its secondary schools to inform them of the option.
- A majority of its secondary schools must approve the use of feeder patterns. (*ESEA sections 1113(a)(5)(B) and (C).*)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (*ESEA section 1113(a)(3)(B).*)

The poverty criteria used to select eligible attendance areas will be the number of children eligible for free and reduced meals under the National School Lunch Act. Schools will be determined eligible based on the system's average percentage of poverty and with at least 35% of the children from low-income families. Schools will qualify in rank order based on grade span grouping. All schools with at least 35% free/reduced lunch count are served at this time. Additionally, all 13 of our Title I schools receive Community Eligibility Provision (CEP) status. Therefore, all students in Title I schools receive 100% free breakfast and lunch and some sites receive dinner.

Schools that are identified as having 35-39% of its students on the free and reduced lunch program are classified as (TA) targeted assistance schools. Schools that are identified as having 40% or greater of its students on the free and reduced lunch program are classified as schoolwide (SW) schools. Currently, 13 of our schools are Schoolwide Title I Programs. We have no TA Schools at this time.

Schoolwide status allows schools to offer programs, teachers, and instructional materials for the entire school population.

Poverty criteria used to select school attendance areas include information obtained in the child nutrition program database and is prepopulated into the Electronic Grant Application Program (eGap 2.0) system.

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections schoolwide (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

Title I is a partnership between the federal government, the state educational agency and the local school district. It is the largest federal aid program for elementary and secondary schools. The federal government appropriates money to help schools that meet the criteria of having at least 35% of its students on the free or reduced lunch program. Each district applies for these funds each year through eGap 2.0.

A school that qualifies for Title I can be a *targeted assistance* school or a *schoolwide* school. A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This schoolwide reform should result in an ongoing, comprehensive, plan for school improvement that is owned by the entire school community and tailored to its unique needs. The money provided to schools is used for materials, programs, teachers, etc. for this "target" group of students. A targeted assistance school identifies students most at risk. These students are provided additional resources to assist in their learning. *Schoolwide* status allows schools to offer programs, teachers, and instructional materials for the entire school.

Each school that is included in the Title I program completes an ACIP each year. This plan includes input from parents, teachers, and other stakeholders. Parent representatives are asked to serve on the Title I committee each year. These parents seek input from all parents and are the liaison between parents and the committee. Additionally, parents are invited to participate in the Federal Advisory Council meeting at the district level.

The plan consists of sections which include a needs assessment, achievement and culture goals,

instructional strategies, professional development, budgets, and parental involvement. Each school makes this plan available to parents. Everyone is encouraged to review this document. Stakeholders may ask the school office for a copy of the ACIP, or they may access via the district's webpage. Anyone wishing to discuss the plan should contact the school principal.

The Title I schools in Tuscaloosa City are given assistance by the Director of Federal Programs and School Turnaround, School Improvement and Turnaround Administrator, Parent and Family Engagement Administrator, and the Administrator of English Learners and Bilingual Family Engagement. The director assists with annual meetings at each school, as well as provides suggestions on how each school can comply with federal regulations. The director and federal programs staff team review the school plans and gives input on instructional issues as appropriate.

In addition to the local school plans, the district has an LEA Plan for Title I, Part A. If the LEA plan for Title I, Part A 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.

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. Currently Title I funds contribute to the employment of nineteen certified personnel who directly and positively impact instruction. At each school, Title I services will be coordinated with the At-Risk programs to meet the goals of both. The goals of the At-Risk program include reducing the number of retainees and reducing the number of students reading below grade level.

Turning Point and Tuscaloosa Group Home are the only residential facilities/programs for neglected students. Students are afforded equal opportunity to participate in all programs of the school system. Neglected students in need of school supplies, field trip funds, counseling services, and or referral to outside agencies for medical or other services are identified by school guidance counselors, teachers or administrators. Funds set aside for neglected students are used to make necessary purchases or to obtain services for these students. The district supports the detention center with instructional materials for our students who are assigned to the local juvenile detention center.

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.).

Students who may be homeless are identified by school guidance counselors or social workers, families self-report, or other workers in Tuscaloosa agencies refer the students to the district Homeless liaison. The liaison reviews the case, determines eligibility with the Student Services Department, and coordinates appropriate assistance. Homeless students may enroll on the same basis as all other students. Students identified as homeless are referred to the district homeless liaison. Transportation, school supplies, computers, tutoring services, clothing & hygiene products, referral to outside agencies, housing assistance, counseling, and/or medical services are coordinated through the homeless liaison's office. Tuscaloosa City applies each year and is awarded a Homeless Competitive Grant to assist with homeless students' needs. This year ARP I and II funds totaling \$181,756.

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 school system operates Pre-K programs to serve 3 and 4-year old students with disabilities, and 4-year-old students without disabilities in schools located throughout the district. The Pre-K school year begins and ends with the regular school program. The average pupil teacher ratio in these classes is one adult to every nine

students. Teachers are certified in early childhood education. Pre-K teachers and paraprofessionals participate in all school system in-service training and interact daily with other members of the school staff to ensure curriculum alignment and skills development. Students are assessed twice each year using the GOLD Assessment to measure progress. Priority is given to students who have disabilities, English Language Learners, and those who qualify as homeless/displaced under the McKinney-Vento Act. Currently, TCS has 38 Pre-K classrooms funded by Office of School Readiness (OSR), IDEA, and local funds. Additionally, the city of Tuscaloosa through the Mayor's Office helps support our Pre-K program by sponsoring the Mayor's Cup 5K each year. All funds through this event are given to our school district to help support our Pre-K initiative. Additionally, the City of Tuscaloosa provides funding for two (2) PreK classrooms through Elevate Tuscaloosa.

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 (TA) schools identified currently in the district. All Title I schools have 40% or more poverty and are served through Schoolwide.

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

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

To ensure a smooth transition from early childhood programs to elementary school, elementary to middle school, and middle school to high school, and from high school to postsecondary education TCS implements the following activities: tours for upcoming kindergarten, sixth graders, and ninth grade students, counselor driven lessons for students on their upcoming transition, Open House, Parent/Student visits, and conferences/meetings with Pre-K, fifth, and eighth grade parents. College tours are arranged by our high school counselors for students in 11th & 12th grade. Additionally, principals within the feeder pattern schools meet together quarterly to help with smooth transitions for students and some schools have hosted job fairs. TCS implements a district-level advisory program for grades 6-12 which supports students in exploring career pathways and planning for post-secondary success. 8th grade students participate in Specialty School tours which allows them to explore academic opportunities at Tuscaloosa Fine Arts Academy, Central High School International Baccalaureate Program, and Tuscaloosa Career & Technology Academy. For students in grades 9-12, TCS implements a Comprehensive College & Career Readiness Plan which incorporates the following areas of focus: E3 Exposure, Financial Literacy, Industry Involvement, Career Cluster Exploration, Career Planning, Communication, Post-Secondary Partner Involvement, and Stakeholder Engagement. All planned events and activities are designed to support students in attaining at least one College & Career Readiness Indicator (CCRI) and a confirmed post-secondary plan aligned to the 3E model: Enrolled, Enlisted, or Employed.

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

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

To ensure a smooth transition from early childhood programs to elementary school, elementary to middle school, and middle school to high school, and from high school to postsecondary education TCS implements the following activities: tours for upcoming kindergarten, sixth graders, and ninth grade students, counselor driven lessons for students on their upcoming transition, Open House, Parent/Student visits, and conferences/meetings with Pre-K, fifth, and eighth grade parents. College tours are arranged by our high school counselors for students in 11th & 12th grade. All eighth grade students in Tuscaloosa City Schools participate in the World of Works Career Day (WOW) at Shelton State Community College each year. This event exposes students to career

opportunities that may be of interest to them and to assist them in developing their career interests. Additionally, our counselors participate in the REACH Student Advisory Initiative. The REACH Curriculum helps to bridge the gap between what is taught in course of study and the skills necessary for postsecondary education and the world of work by addressing school success skills, academic planning, career exploration, postsecondary planning, interpersonal life skills, and work ethic. High school students can participate in dual enrollment coursework at four post-secondary institutions: Auburn First, Shelton State Community College, Stillman College, and The University of Alabama Early College. The ELEVATE Dual Enrollment Scholarship can cover the cost of dual enrollment coursework for eligible students at Shelton State Community College, Stillman College, and The University of Alabama Early College. Each high school provides a dual enrollment facilitator to support students who are taking online dual enrollment coursework. Some courses are even offered in a face-to-face format on our high school campuses as well as at Tuscaloosa Career & Technology Academy. Tuscaloosa City Schools utilizes the YouScience assessment which identifies student aptitude and interest. Each of our three high schools is also served by a Career Coach.

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 Attendance Coordinator and Coordinator of Student Services monitor system discipline reports and Student Incident Reports each month to screen for number of suspensions. School administrators review data and respond to it. They plan yearly to decrease disciplinary infractions and eliminate ineffective disciplinary practices. Administrators are trained on positive behavior supports and restorative discipline practices each year. All incoming teachers, as well as veterans who are in need, receive COMP (Classroom Organization and Management) Training. The system collaborates with Indian Rivers Mental Health (The Journey Program) to provide mental health services to students who have chronic discipline and mental health issues. The Journey Program is offered in all of our 13 Title I schools within the school buildings in order to prevent students from missing school to attend their therapy sessions. Currently, Tuscaloosa City Schools provide the Journey Program in the majority of our schools. School social workers conduct small groups for students with behavior issues to help them correct the behavior and make better choices. Alternatives to out of school suspension including in-school suspension and alternative school placement are available. The district mental health social worker provides professional development and resources regarding social emotional learning and zones of regulation.

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.

Our high schools partner with our Tuscaloosa City Schools Career and Technology Academy and Tuscaloosa County Schools to provide high school students opportunities for career/technical fields. Our career center currently houses 16 different career academics and partners with our local businesses and industries as well as West Alabama Works. Tuscaloosa City Schools students also have the opportunity to participate in Tuscaloosa County programs that are not offered in the Tuscaloosa City School system. Additionally, all of our 8-12 grade students participate in the World of Works (WOW) event at Shelton State Community College each year. This event exposes the students to various careers that they may be interested in pursuing for their future. This event takes place each year in October. Additionally, all 8th grade students in all middle schools visit TCTA each year, and many elementary schools schedule visits as well. All students who participate in CTE coursework are projected to become completers as well as work to earn an industry recognized credential in their area. Tuscaloosa City School career and technical education students also have the

opportunity to work in a 'hands on' environment through the support of several community and workforce agencies.

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.

Students in grades 9-12 are afforded the opportunities to receive credentials through our TCTA (Tuscaloosa Career and Technology Academy). Transportation is provided for the students from their home school to TCTA on a daily basis. Additionally, embedded credit is offered for certain classes and dual credit opportunities are provided for students through Shelton State Community College, Stillman College, Alabama State, and the University of Alabama.

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.

All TCS schools have gifted services. TCS employs seven full time specialists. Screening for gifted begins in grade 2 but is ongoing as needed. Students in gifted programs are served within their school buildings. Students identified as gifted have a Gifted Education Plan (GEP).

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.

Currently TCS employs the one-to-one technology initiative, which began with students in grade 6. Since the advent of Covid-19, all K-12 students were provided the opportunity to receive a Chrome Book to use at school and to take home. Additionally, our district employs 6 instructional technology coaches to coach teachers in Instructional Technology. All of our Library media centers have a full time library media specialist based on the number of students enrolled. Some have two library media specialists if their enrollment exceeds 1,000 students. The TCS district funds libraries with a specific allocation each year in addition to their state library enhancement allocation. Additionally, TCS launched a "Strong Libraries, Strong Schools" campaign to help fund our libraries. TCS also collaborates with the local Rotary Club that provides funding to our libraries and bring them up to exemplary status. Each Title I school also supports their libraries with Title funding. Our district Innovative Approaches to Literacy Grant provides library books and community literacy specialists who work with secondary schools. All students have access to digital libraries containing an expansive collection of eBooks.