



I3 LEA Title I Consolidated Plan

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

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.

Mission Statement

The mission of the i3 Academy Title I program is to support the educational mission and goals established in the i3 Continuous Improvement Plan. The mission of i3 Academy is to empower learners to become agents of change who solve the problems they see in their community and world.

Objectives

The objectives of i3 Academy Federal Programs parallel three of the goals established for the organization:

1. All i3 Academy students will experience optimal educational growth and success, achieving more than they thought possible. 2. All i3 Academy students will be responsible contributors to school, community, and society. 3. All students involved in i3 Academy's Title I program will demonstrate accelerated growth toward proficiency in literacy and math in alignment with the i3 Academy performance standards framework and mission specific measures in the charter contract.

Students at I3 Academy will receive high quality Tier 1 instruction through Collaborative Literacy, SIPPS Phonics instruction, and Investigations Math. They will provide Tiered support through the Literacy Lab (Really Great Reading program) and Math Lab (Do the Math) with highly

trained professionals providing intervention. In Middle School, Carnegie Learning is the core curriculum for math, and MyPerspectives is the core curriculum for English Language Arts.

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.

2. Comprehensive Needs Assessment

In meeting the state's performance standards, i3 Academy uses a variety of assessments as indicators for diagnosing, teaching, and learning in the classroom and in determining the success of children served. Teacher evaluations of students address successful completion of grade level requirements in the classroom setting. A listing of the most common assessments include:

- iReady assessment Literacy and Math
- NWEA MAP
- ACAP Summative assessments
- Center for the Collaborative Classroom Assessments
- Investigations Math Assessments
- AMIRA Learning
- Assessing Math Concepts
- Do the Math
- Individualized testing and teacher referral
- WIDA English proficiency tests
- ELL data collection
- Attendance Reports
- Special Education/504
- School Counselors/Nurses Reports
- Free and Reduced Lunch Report
- Technology Report
- Safe and Drug Free Surveys and Reports
- Disaggregated Data Information
- Surveys (program effectiveness, professional learning needs, etc.)
- School Improvement Plans
- Student/Parent Demographic Information
- Student Portfolios and Projects
- Professional Development Plans

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.

3. Eligibility

Teachers, in consultation with parents, administrators, reading coaches, and instructional support personnel will identify all eligible children in need of services using a multi-criteria checklist. No students, including those who are migrants, homeless, or ELL, will be discriminated against in terms of potential Title support. Multi-criteria for student eligibility may include:

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- SIPPS Placement Assessment
- iReady Assessment
- NWEA MAP assessment
- ACAP Summative Assessment
- Reading level
- RTI Instructional Support Team Referral
- Classroom Teacher Referral
- Eligibility for ELL services, Homeless, Migrant, Delinquent, and other special needs (extra consideration given in matrix)
- Standards Based Assessments
- Other Sources and Assessments (ie, Collaborative Literacy or SIPPS assessments)

The organization's data teams will consistently monitor student progress in order to ensure program effectiveness and student success.

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 i3 Academy organization's Federal Programs are consolidated and coordinated to address prevention/intervention strategies in the acquisition of high content standards and to provide educational excellence for each student. All students receive core, Tier I reading and math instruction through the regular classroom. i3 Academy uses the pullout approach in the Title I elementary setting to supplement core reading and math instruction for students who qualify. The Title I program serves as i3 Academy's Tier III Intervention program. In this pullout program, teachers are working with Really Great Reading, a scientifically-researched based program, for 30 to 50 minutes each day, depending on the age of the child. In addition, other students on the matrix may be served through supplemental tutorial services. Others down the matrix may receive Tier II intervention in the classroom with their regular education teacher with iReady, SIPPS, AMC, and/or Do the Math programs. Teachers maintain the information throughout the year and the completed information moves from one grade level to the next. Each student's progress is closely monitored by classroom teachers, instructional coaches, and interventionists.. Informal observations and formal and informal assessments, such as teacher-made tests, QRI, etc. are used to assess student progress. If adequate progress is not

being made, adaptations are implemented and additional accommodations in the regular classroom may be recommended. The students will remain eligible in the program until they meet the following criteria:

- Ability to score at or above grade level work on iReady assessment
- Ability to score at or above grade level work on comparable subject-specific assessments.
- Skills necessary to perform in the regular classroom.
- The approval of the data team

The organization has strong instructional support services that provide support and structure to the regular classroom teacher. All educational support services are available, regardless of disability or national origin, for all students according to need. Locally funded instructional support teachers and aides, as well as Title I, Special Education, serve any disabled, migratory, homeless, immigrant, neglected, or delinquent youth and other children at risk. These teachers and aides monitor student progress, consult with classroom teachers on effective and multiple strategies for students with activities such as homework, organizational skills, and test-taking strategies, and refer students for services to meet individual needs. As part of the instructional support services team, the English Language Learner teachers provide instruction in English for eligible students. This program is designed to help ELL students develop listening, speaking, reading, and writing skills in English to allow them to compete with their English-speaking peers academically and to participate in the mainstream activities of the school. Students with disabilities and ELL students are eligible for services provided by the Title I programs in the same way as any other student.

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

Instruction by highly qualified teachers

All Title I teachers hold at least a valid Certificate in Early Childhood Education, Elementary Education, or an area of Special Education that includes elementary grades and is assigned to the grade(s) covered by that certificate. All Title I teachers and paraprofessionals must meet The No Child Left Behind (NCLB) Act criteria of a "highly qualified teacher" and paraprofessional standards. i3 Academy will continue collaboration with universities and recruitment at colleges in order to select highly qualified teachers and will continue strategies to attract highly qualified minorities. i3 Academy will abide by the state and No Child Left Behind (NCLB) Act criteria for highly qualified teachers and paraprofessionals.

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 Title I teachers will participate with the teachers, administration, and reading coaches in the development of the biennial school focus criteria through the school's Continuous Improvement Plan (CIP). The Chief Academic Officer works with the organization's leadership team to determine the in-service activities for the organization, focusing on total school improvement. The school leadership teams oversee the school renewal process, address school needs/concerns, ensure parent involvement activities, implement academic intervention programs, review focus group recommendations, and monitor school schedules/calendar.

7. Sec. 1112(b)(4)

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

Title I federal money is earned by the i3 Academy organization based on census data that determines residents who are in poverty and students who are identified on the federal lunch program. As a charter school students enroll through the summer and accurate demographic information will be available in August 2020 for the inaugural year. I3 Academy serves a student population of 65% low income students in the city of Birmingham as evidenced by the free and reduced lunch program.

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

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interventionists.. Informal observations and formal and informal assessments, such as teacher-made tests, QRI, etc. are used to assess student progress. If adequate progress is not being made, adaptations are implemented and additional accommodations in the regular classroom may be recommended. The students will remain eligible in the program until they meet the following criteria:

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- Ability to score at or above grade level work on iReady assessment
- Ability to score at or above grade level work on NWEA MAP
- Ability to score at or above grade level work on comparable subject-specific assessments.
- Skills necessary to perform in the regular classroom.
- The approval of the data team

i3 Academy has strong instructional support services that provide support and structure to the regular classroom teacher. All educational support services are available, regardless of disability or national origin, for all students according to need. Locally funded instructional support teachers and aides, as well as Title I, Special Education, serve any disabled, migratory, homeless, immigrant, neglected, or delinquent youth and other children at risk. These teachers and aides monitor student progress, consult with classroom teachers on effective and multiple strategies for students with activities such as homework, organizational skills, and test-taking strategies, and refer students for services to meet individual needs. As part of the instructional support services team, the English Language Learner teachers provide instruction in English for eligible students. This program is designed to help ELL students develop listening, speaking, reading, and writing skills in English to allow them to compete with their English-speaking peers academically and to participate in the mainstream activities of the school. Students with disabilities and ELL students are eligible for services provided by the Title I programs in the same way as any other student.

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.).

i3 Academy will set aside Title I funds each school year in order to serve homeless students within the organization. These funds will be used to provide support for students and their families with items such as school supplies, school/field trip fees, and outside materials related to school projects or events.

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.

i3 Academy works with possible feeder programs for early childhood in order to create a smooth transition for learners from early childhood programs into Kindergarten. i3 Academy utilizes Teaching Strategies GOLD assessment in order to create an academic pipeline from the First Class Pre-K programs that many i3 students have attended.

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)

i3 Academy will implement a whole-school social-emotional learning program called Caring School Community (CSC), and an accompanying discipline system called Caring School Discipline. CSC is focused on developing self discipline in learners. All teachers at i3 have the CSC curriculum and will hold morning and closing meetings in order to build community and relationships at i3 Academy. I3 will also implement a multi-tiered system of supports to help determine the root cause of behavior

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.

i3 Academy has a robust enrichment program including Makerspace, Art, Spanish, Music, and Wellness where students will be exposed to robotics, coding, world languages, and other experiential learning opportunities.

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.

I3 Academy will identify gifted and talented students based on the Alabama Code. Students will be identified for creative and intellectual aptitude utilizing the state matrix. A second grade child find will be conducted to cast a wide net to identify gifted and talented learners at i3 Academy.

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.

Literacy is a critical component of i3 Academy. Several resources are utilized to develop a robust library and to enhance digital literacy skills among students at i 3. The media/instructional technology specialist coordinates efforts for the school library program and the school's technology program.

19. Sec. 1112(b)(7)

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

Parent and Family Engagement Written Policy (Sec. 1116 (2))

Sec. 1116(a)(2)(A)

A. Describe how the Local Education 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).

Parents are full partners in the decisions that affect their children and families. Parents and educators have a mutual responsibility to make informed decisions related to all aspects of the education provided to our students. i3 Academy shall actively enlist parent participation in decision-making. An annual evaluation will be conducted to determine the effectiveness of parental involvement activities and to identify barriers to greater participation by parents. The results of the evaluation will be utilized to develop more effective strategies and to revise the plan.

i3 Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parent participation in the school's CIP development
- Annual Title I survey
- Participation in both annual PI meetings
- Joint development of parent-student-school compacts
- Informal and formal feedback to Title I teacher, counselor, principal, and/or instructional support coordinator

Sec. 1116(a)(2)(B)

B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

Collaborating with the Community: Parent volunteers are essential for advancing student achievement. i3 Academy welcomes parent volunteers and invites them to be an active part of their children's education. Families should feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

The organization will provide the following necessary coordination, technical assistance, and other support to assist i3 Academy in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Overview of school programming
- School parental involvement committees
- District development and review of annual Title I parent surveys
- District attendance and participation in annual school Title I parent meetings

Sec. 1116(a)(2)(C)

C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

i3 Academy will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

Ongoing contact and communication with local preschool programs

Communication and participation with local community partners

Sec. 1116(a)(2)(D)

D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under 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)

i3 Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this 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 English proficiency, 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 policies.

Survey evaluations will be emailed out to parents of students in participating Title I programs

Parents are asked open-ended questions concerning their communication with school personnel, their satisfaction with Title I programming, and their suggestions for parental programming for the future.

Surveys are reviewed by the organization's federal programs director, who will communicate feedback to appropriate school personnel as well as incorporate ideas into plans for the coming year. i3 Academy will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Activities to support the above objectives include:
- Regularly scheduled monthly PTO and Parental Involvement Committee Meetings
- Weekly home-to-school communications
- Fall/Spring Title I meetings, held at various times throughout the day
- Website/email communication
- Translated communication (one-on-one & printed materials)
- Presentations & discussions at Board Meetings, PTO meetings; and Educational Advisory Meetings (EAC)
- School orientations
- Conference opportunities

i3 Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this 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 English proficiency, 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 policies.

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- School orientations
- Conference opportunities

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

i3 Academy 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:

- Activities to support the above objectives include:
- Consultations with school guidance counselors
- Consultations with the organization's Behavioral Interventionist (LSW)
- Strengthening Families Program provided by the organization and Impact Family Counseling
- Peer Helpers Program
- Planned programming in Title I meetings

(III) strategies to support successful school and family interactions

i3 Academy will, with the assistance of i3 Academy and parents, educate its teachers, pupil 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, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Activities to support the above objectives include:
- Services with Impact Family Counseling, including group counseling for students and participation by entire families in the scientifically researched-based Strengthening Families Program.
- Monthly professional development sessions for guidance counselors only.
- Topics have included suicide, communicating culturally with diverse families, and grief counseling
- Game night – Title Programs have conducted a “game night” where students played academic literacy games with their parents or otherwise utilize technology
- School-wide STEAM Night in the winter
- Parent/Teacher Conferences

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

E. Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.

The LEA will review the Parent and Family Engagement Policy annually with the Family Advisory Board and other parents at i3 Academy to ensure that i3 is continually improving in the area of family involvement.

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

F. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Parents are full partners in the decisions that affect their children and families. Parents and educators have a mutual responsibility to make informed decisions related to all aspects of the education provided to our students. i3 Academy shall actively enlist parent participation in decision-making. An annual evaluation will be conducted to determine the effectiveness of parental involvement activities and to identify barriers to greater participation by parents. The results of the evaluation will be utilized to develop more effective strategies and to revise the plan.

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

G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

i3 Academy will provide assistance to parents of children served by the organization, as appropriate, in understanding topics such as the following, by undertaking 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,
- how to monitor their child's progress, and
- How to work with educators.

Counseling services for

- Activities to support the above objectives include:
- Consultations with school guidance counselors
- Consultations with the behavioral interventionists
- Planned programming in Title I meetings
- Group counseling services

Transition from Preschool Programs

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 resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- i3 Academy has a structured, tiered intervention reading and math program to assist students/families with reading and math difficulties.
- The “Extended Day” program offers tutorials and study halls in the afternoons for participating students.
- The PTO and the school shares information back-and-forth between i3 Academy and the community.

Communication with Families

Effective communication requires school-initiated contact with the parent, and parent-initiated contact with the school, where both parties engage in regular, meaningful communication to provide vital information about a child’s strengths, challenges, needs and accomplishments.

- Weekly/Monthly communications
- Teachers maintain a steady system (“Friday Folder”) to assist parents with communications from the school and community
- Parents have options to receive information electronically or in print versions
- Communications can be sent home in multiple languages
- Organization website, including a section specifically for parent communications
- i3 Academy has an online grade book program that allows parents to see posted grades in real-time
- Translators are provided at all conferences and Title I meetings
- Title I parents participate in a yearly survey that provides an opportunity to communicate ineffective and effective practices

i3 Academy will solicit feedback through its Family Advisory Board (FAB) and its adjoining subcommittees. Activities will be evaluated regularly, and a response will be provided from the FAB.

Parent-Teacher Partnership

The family advisory board will develop support training efforts for parent-teacher training opportunities that both families and teachers benefit from.

Literacy Training

Literacy is paramount to the success of learning at i3 Academy and investment in literacy training for faculty comes from multiple sources. Educators at i3 Academy are trained in the Collaborative Literacy program.

Supporting families with additional resources

i3 Academy believes that parental involvement is of the utmost importance. i3 Academy has engaged its Family Advisory Board, as well as its student support services team to design a plan to ensure that any family who is willing to participate can participate by doing the following:

- Providing gas cards, bus cards, or a ridesharing gift card for families that need transportation
- Providing students with the technology that parents can access to attend digital meetings

Parental Involvement and Education

Parents are their children's first and most influential teachers. Families should feel empowered to be advocates for their children, and to ensure that students are treated fairly and have access to learning opportunities that will support their success. Parents and caregivers spend more time with their children than any educator. Therefore, the influence parents have on their children's success in school and beyond is tremendous. School personnel and program staff shall support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role. Parents shall be linked to programs and resources within the community that provide needed support services.

Title I Meetings

Title I meetings are always offered at distinct times across the work-day to accommodate parents' schedules.

Family Advisory Board

i3 Academy, invited parents to submit an application for The Family Advisory Board through its social media accounts as well as its weekly family involvement Facebook Live show. Family Advisory Board recruitment was led by parents that sit on i3 Academy's local school board.

Collaborating with Community: i3 Academy's parents, educators, and community members will collaborate in order to promote and effectively increase educational opportunities for children. Through groups such as the Education Advisory Committee, Title I Parent Involvement Committee, and local school Parent Teacher Student Associations, programs will be discussed and reviewed.

I3 Academy uses an evidence-based approach to all programs and the family involvement program is not an exception. I3 will employ a program evaluation approach to continuously improve the partnership between the school and families.

This LEA Parental Involvement plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs under the coordination of the i3 Academy community liaison as evidenced by Title I parent meetings and partnering with families to author the Parent and Family Involvement plan.

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

PLAN APPROVED BY (Person or Entity)

DATE OF APPROVAL