Scottsboro City Schools

2020-2021 LEA Consolidated Plan

Section & Owner Responsible to Complete	2020-2021 ALSDE LEA Consolidated Plan	2020-2021
1. Sec. 1112(b) (11) (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.*	Scottsboro City Schools implements a well-rounded core and differentiated instructional program designed to meet the needs of all students. SCS teachers are properly certified in their grade level and/or content area in order to provide high quality instruction. Teachers are familiar with prerequisite skills for each standard and plan tiered, differentiated instruction to address any achievement gap that may be experienced by students. All of the elementary schools in Scottsboro City are Title I schools: Nelson Elementary, Caldwell Elementary, and Collins Intermediate. Nelson Elementary and Caldwell Elementary are ARI schools, and grades K-8 have instructional coaches to help support student learning through tiered instruction, to provide job embedded, ongoing professional development for teachers to help improve literacy strategies across all grade levels and content areas which will improve academic achievement. K- 3 teachers are becoming Ortob-Gillingham certified as well. All K-8 schools are AMSTI Science Schools and grades K-6 are AMSTI Math schools. Students learn math and science through inquiry-based approaches consistent with best instructional practices designed to improve academic achievement. Collins Intermediate along with Scottsboro Junior High School will partner with A+ College Ready as a Pipeline Schools to Implement A+ College Ready curriculum in the areas of ELA, Math, Science, and Social Studies providing increased access to and success in Advanced Placement courses. Scottsboro High School partners with Science in Motion to enhance each teacher's ability to provide challenging science instruction to all

| | | students. All K-12 schools have embedded a daily RTI period into their master schedule to differentiate the learning needs of all students.

Scottsboro High School offers AP, dual enrollment, and virtual classes Dual enrollment classes are available through the local community college. Students may attend dual enrollment classes on the campuses of SHS, NACC, EPCOT or take the classes online. The ALSDE's ACCESS Distance Learning and Edgenuity Distance Learning are also available for students to pursue individual interests, credit advancement or credit recovery. SHS students can attain career certifications in a variety of career tech clusters by attending either SHS or EPCOT.

The Title I Elementary and Intermediate Schools employ Title I intervention teachers and instructional assistants to help strengthen core academic instruction by providing evidence based supplemental reading and math instruction for students who are most at-risk of not meeting the state achievement standards. Daily intervention provides identified students with additional explicit, differentiated instruction designed to close achievement gaps. Interventions are conducted in-person or virtually via individual, small group, or teletherapy sessions. In order to meet the academic needs of all students a variety of programs offered to supplement the core curriculum. These include but are not limited to Project Lead the Way, Reading Plus, Orton-Gillimgham K-3, Dreambox K-8, school-wide Tier II K-6, Edgenuity, iLit, Edgenuity, nY2 life skills curriculum, James Stanfield curriculum, IXL.com, SPIRE, ZEARN, Prodigy, Reflex, Freckle, HearBuilder K-3, Insight to Behavior, and Scholarship ABE alternative behavior educator.

Scottsboro City Schools provides ongoing, job-embedded professional development for teachers and staff based on schools and system needs. Teachers and teacher leaders participate in a variety of professional development opportunities facilitated by Alabama Reading Initiative, Alabama Math Science Technology Initiative, Alabama State Department of Educational Regional Staff, and other vendors who provide both system and school support. All certified staff are working to become Level 1 Google Certified using virtual |

		modules through Shake-Up Learning, face to face training, or completing Certification on their own. Instructional coaches at the K-6 schools participate in training to provide ongoing coaching cycles in lesson plan development, data interpretation, vertical and horizontal alignment, and literacy development through implementation of pacing guides aligned to weekly reflection of pacing guides, Scantron Achievement Series common assessments. Transition pacing guides were supported by ALSDE sponsored transition training for high school special education teachers.
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.*	SCS administers the following assessments as required by the Alabama State Department of Education: 1. DIBELS (K-3) 2. ACAP Summative (Grades 2-8) 3. Pre-ACT (Grade 10) 4. ACT with Writing (Grade 11) 5. ACT Workkeys (12) *optional* 6. ACCESS 2.0 (K-12) 7. NAEP*** Grade level and Subject Area determined by the ALSDE 8. ACAP Alternative 9. PSAT 8/9 Scottsboro City Schools administers a variety of student academic assessments in addition to those mandated by the ALSDE. Data collected from formative and summative assessments is analyzed to evaluate overall gains in academic proficiency, to determine the level of individual student gains, to identify areas of success, and to target areas of improvement. Regular PST team meetings are held to discuss strategies for struggling students and the efficacy of those strategies. Student progress is monitored throughout the year using a variety of assessments; ACT Workkeys, BEACON, DIBELS, Scantron Performance Series, SPIRE, Sounds Sensible, Orton-Gillingham, iLit, STAR 360, CCR data, Common Assessments aligned to LEA pacing guides, and other informal assessments that are built into the curriculum. School based school counselors have been provided screening tools for use with students who show reading, writing, and/or spelling deficits to determine if dyslexia traits exist.

		Screening tools: Skaywitz, KTA-3, Wyatt-4, CTOPP, TOWR, Orton-Gillingham K-3, STAR 360, SPIRE
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.*	Scottsboro City Schools focuses on providing quality instruction to all students and strives to meet the needs of all learners by implementing a strong core Tier 1 program to all learners. Teachers utilize Educator Effectiveness tools to measure the quality of the daily instruction they provide to students, and invest time and effort into participating in ongoing, job embedded professional development opportunities in addition to those outside of school hours and outside of the contract fulfillment to invest in their craft. Emphasis is also placed on assessing and supporting the needs of individual remediation and/or acceleration needs, and appropriate tiers of instruction help to meet these individual student supports. Tier 2 instruction within the classroom is targeted to provide additional layers of support to all students who need additional help with skills of standards introduced through the core program. Tier 3 is intensive intervention which supports evidence based instruction designed to meet the skill needs within the rigorous state standards. Tier 2 & Tier 3 services made available through distance learning. If a variety of student performance data indicate that the core instructional program is not effective in supporting students' needs in reaching desired levels of success, then early intervention strategies and programs will be implemented in an effort to reduce the number of intensive long term interventions. A problem solving team will be utilized throughout SCS to assist the classroom teacher in selecting research-based strategies for improving student academic and/or behavioral challenges. If sufficient progress is not met after documentation of research-based strategies and interventions, PST will refer students for special education services. Once a referral is made for suspected disability and parental consent is obtained, an individual evaluation is completed for each area of concern based on the Alabama Administrative Code. Upon enrolling in SCS, each child is provided with a home language survey. If English is not the primary language spoken at home, then the student is screened for EL services using evidence based WIDA screener.

		K-6th grade students identified at-risk of not meeting the state's academic achievement standards will be provided supplemental reading and/or math evidence based program instruction through the Title I program. Evidence based strategies deemed best practices are implemented. Lessons are designed around the Intervention Framework to provide the needed layers of support based on their reading/math needs.
		Emphasis is placed on phonics and phonemic awareness in K-2 grades. Supplemental assistance may also be provided through the extended day program (Club Wildcat) and/or an Extended learning time for students in grades 1-6.
		K-12 grade students who have been identified as eligible for special education and related services as defined through IDEA will be provided supplemental reading and/or math evidence based program instruction through the development of an individualized education plan. K-12 grade students who have been identified as eligible for EL services will be provided supplemental reading and/or math evidence based program instruction through the development of an individualized English learner plan.
		Students in grades 7-12 participate in the RTI period built into the schedule by the Principal of each secondary school, in addition to any before or after school tutoring that may be offered.
		Students in grades 9-12 are placed in a daily intervention period based on their scores on STAR 360, ACT, and Pre ACT. They work on needed skills and standards through IXL.com using continuous diagnostics within the program. Progress is monitored by teachers in ACT Preparation courses as well. A data document is created and results are evaluated on an average of three times per year to determine student intervention needs.
		Students who are or may be at risk for academic failure may be identified through school-based Problem Solving Teams (PST) or the Graduation Tracking System. This group of teachers, administrators, counselors, and others meet monthly to consult, prescribe solutions, and monitor the progress of students who have been referred to this committee for failure to thrive academically, behaviorally, or other reasons as deemed appropriate.
4. Sec. 1112 (b) (1) (D)	*Describe how the local educational agency will monitor students' progress in meeting the challenging*	Scottsboro City Schools will place emphasis on monitoring student progress in a variety of methods as outlined below:

	State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.	SCS provides Professional Development opportunities for educators to learn and implement instructional strategies to strengthen academic programs. Virtual offerings for professional development include but are not limited to WIDA, Google Certification, Insights to Behavior, Orton-Gillingham, Power Schools, LETRS training. Ongoing professional development and virtual learning sessions are intended to support both classroom instruction and distance learning. Assessments: 1. Each school will use a diagnostic screener for all students in grades K-12 to determine differentiated levels of support for individual students in the areas of reading and math. 2. Formative and benchmark assessments track progress mastery of the state standards and create a tiered instructional plan to meet individual student needs. 3. Informal assessments such as daily exit slips, questioning strategies, and teacher facilitation of daily student groups inform individual student mastery of skills and standards. Classrooms quizzes, tests, and classroom portfolios are other ways standards are assessed. Literacy 1. Teachers will use instructional strategies across the curriculum throughout daily lessons to ensure and promote effective comprehension skills are being utilized. 2. Other practices build academic vocabulary across all disciplines of learning. 3. Scottsboro High School will develop and implement Read For Information activities across all disciplines to improve student learning. Collaboration 1. Build strong systems of leadership teams at each school. 2. Promote and support networking between and among grade levels, grade spans, student types and student supports. Data Analysis 1. Review and analyze multiple data sources 2. Identify areas of strengths and improvements 3. Develop and monitor improvement goals

		Continuous Improvement Plan 1. Analyze current practice 2. Complete Continuous Improvement plan 3. Implement instructional rounds 4. Measure progress in increments throughout the year 5. Implement Action Plan 6. Assess student learning 7. Modify plan as needed
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.*	Scottsboro City Schools ensures that low-income or minority children are taught by experienced and/or highly qualified teachers. All SCS teachers are properly trained and certified in order to deliver high-quality instruction to all students. All newly hired teachers are assigned a mentor from an appropriate grade span and/or content level with the SCS system. Each teacher and mentor are allowed up to five days of regular school days to visit classrooms and/or attend professional development opportunities. All newly hired teachers participate in the Alabama Teacher Mentoring Program. Scottsboro City Schools do not have inequities in the assignment of inexperienced or out of field teachers with the district in regard to the distribution of teachers in high poverty/high minority vs. low poverty/low minority schools. The Title I elementary schools receive funding based on the eligibility divisor and PPA formula to ensure equity across the grades spans in each school.
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*	Schools identified in school improvement (Priority or Focus) will develop a School Improvement Plan addressing the area(s) and subgroup(s) that failed to meet the state goals on standardized assessments. Title I school improvement schools will set aside ten percent (10%) of its Title I funds to be used for high-quality professional development that addresses the areas of and subgroups that did not meet annual improvement goals.

	identified as (1) Comprehensive Support and/or (2)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 a 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,
		Scottsboro City Schools uses free and reduced lunch enrollment as the poverty indicator for the identification of Title I Schools. Since there is only one grade level span across the district, the district may serve any school meeting poverty eligibility guidelines.

	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 section 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).)*	
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*	Services would be provided to identified students as outlined in the Scottsboro City Schools Neglected and Delinquent Plan.

	children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.	
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 of the local educational agency is proving under the McKinney-Vento Homeless Assistance Act (42 U. S.C. 11301 et seq.).*	Students eligible for McKinney-Vento Homeless assistance will immediately be enrolled in school even in the absence of required documents. SCS Policy ensures that all barriers are removed for homeless children and youth (missing documents, birth certificate, permanent proof of residence, previous school records, immunization records.) Each school has a plan/contact person to further evaluate needs of student concerns i.e. counselor, social worker and Student Services Director. Transportation is provided, at no cost, to all students. SCS employees responsible for enrolling students participate in annual training on the procedures for registering homeless children and youth. The Homeless Plan is reviewed annually by the Federal Programs Advisory Committee and is available on the SCS district website, and at each school. SCS employs a full-time licensed social worker to evaluate and assist with the needs of all students. SCS partners with local agencies and businesses to further address and meet the medical, academic, emotional, and living needs of all students. Scottsboro City Schools provide services to every homeless child and youth that are comparable services offered to other students in the school. Such services include, but are not limited to, tutoring, cost of field trips, classroom supplies, clothing, transportation, eye glasses, dental work, etc. There are no barriers within the school system that would prohibit a homeless student's full participation in all parts of the school program.

| 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.* | Scottsboro City Schools have three operational OSR (Office of School Readiness Program) Pre-K classrooms housed at Nelson Elementary School. The OSR classrooms, along with the Jackson County Head Start Program and CEIS (Coordinated Early Intervention Services) work collaboratively to support students as they transition from early childhood programs to Kindergarten. Scottsboro City Schools is also represented on the Community Action Partnership of North Alabama Policy Council.

Preschool students from the Head Start program and all other local preschool programs are invited to tour Kindergarten classrooms in the Spring to help with the transition to Kindergarten in the Fall/August school year. Parents are invited to a "transitional meeting" in the Spring and an Open House in the fall/August to become familiar with the Kindergarten classroom schedule, and curriculum.

SCS works with Early Intervention, local daycares and physicians to identify and transition students who may be eligible into IDEA, Part C. SCS provides Child Find services to all children ages 3 - 5 years of age who are residents of Scottsboro City. Those children who are determined to need services are evaluated for all possible disability areas. Those eligible are provided services at Nelson Elementary School. Preschool special education services are offered four days weekly in a small group setting and on an individual basis as needed. SCS coordinates with Headstart for yearly training on IDEA identification. |
| 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* | Scottsboro City Schools does not have any schools operating a Title I Targeted Assistance Program. |

	eligible children most in need of services under this part.	
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.*	Scottsboro City Schools recognizes the importance of student transitions and strives to minimize any barriers through transitional strategies. Students who are transitioning from intermediate (4-6), junior high school (7,8), and high school (9-12) are introduced to each of the anticipated transitioning facilities during the Spring and Summer semester with campus tours and parent information nights that help prepare both the child and parent for the next phase. SJHS & SHS Counselors and CTE instructors visit 8th grade SJHS to introduce students to course options when planning for 9th-12th grades For distance learning students are offered an opportunity to participate in a virtual question and answer platform.

Short video clips of CTE programs offerings, clubs, and facilities are also presented to students. SHS provides virtual monthly parent meetings, Vocational opportunities that also meet IDEA. Scottsboro High School also operates a Top Cats program. Top Cats is a high school transition program that supports school safety and anti-bullying. SJHS & SHS also offer incoming 7th graders Camp Jr. Cats and Freshman Camp Wildcat. The day is spent with upperclassmen where incoming students receive schedules, conduct team building activities, and conclude with a pep rally. The day also concludes at the high school with a pep rally.

Annually, SCS 9th grade students attend a Career Expo hosted by the Impact Learning Center and the Jackson County Economic Development Authority. The CEO Expo showcases local industry and career opportunities. SCS counselors and CTE instructors assist 7-12 students in the use and planning tool of KUDER NAVIGATOR which provides students with access to interest, aptitude and values inventories and the use of a four year plan to help achieve academic, college and career goals. Student interest, aptitude, and values inventories are reviewed regularly with student plan.

SCS also addresses the transition from high school to post-secondary. Students attend a college fair hosted by Northeast Alabama Community College in the fall and in the spring. |

		College days, career speakers, College Application Week, and parent meetings are commonplace at SHS. Monthly parent meetings are conducted to keep stakeholders aware of time lines and needed tasks. SHS hosts monthly parent meeting topics including but not limited to the college admission process, campus visits, dual enrollment opportunities, AP opportunities, Financial Aid, and standardized testing & social/emotional support. College representatives come for "Lunchroom setups" to inform SHS students of scholarship and academic possibilities at their respective schools.
		Small group grade level guidance sessions are conducted by counselors to meet academic deadlines, build resumes, complete admissions deadlines, and to answer any questions of students. Students are offered an opportunity with Jackson County Leadership, 10th Grade Review Placement in ACT prep, 11th Grade REACT and 12th Grade REACT practical, professional, domestic financial. SHS students & the ALSDE recommended a 9th grade orientation program called REACH to help students transition to high school. SHS participates in the annual College Application Week and Cash for College events promoted by ALSDE. SHS also partners with Northeast Alabama Community College to offer both technical and dual enrollment for students while in school. NACC sponsors a full day for Seniors to do a campus tour.
		The SHS Work Based Learning Program helps connect local businesses and employment opportunities with high school students. SHS students' can get high school credit for maintaining employment at local businesses. Students' job performances are evaluated by the SCS Work Based Program Coordinator through job visits and interviews with employers. Students also benefit from a bi-annual Career Fair hosted by our local EDA Economic Development Authority, Chamber of Commerce and Impact Learning Center. SHS along with Earnest Pruitt Center of Technology offer hands-on career technical training for students in career pathways locally and abroad. A career coach is available to all SHS students. The career coach visits our school weekly to discuss career opportunities.
13. Sec. 1112 (b) (10) (B)	*Describe how the local educational agency will implement strategies to*	Scottsboro High School students are offered dual enrollment courses both on the campus of the local community college as well as on the campuses of SHS and EPCOT. Technical and academic dual enrollment classes are offered to the students. Scholarships are opportunities

	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 allow SHS students to receive these classes for free if the student's GPA is at least 2.5 and complete an application. NACC visits our campus once per semester to advertise these opportunities and assist in the process of enrollment. During 2018-2019 and 2019-2020 SHS students completed 241 college courses spanning 85 different course codes. The courses ranged from welding, accounting and medical terminology in the career technical fields to economics, history, chemistry, and English in the academic realm. SHS students are also offered virtual learning through ACCESS which is provided by the ALSDE or through the Edgenuity platform. ACCESS provides students course options and opportunities not available at SHS as well as credit advancement and credit recovery courses. During the 2019-2020 school year, SHS students earned 160 credits through ACCESS virtual learning. All students complete an interest inventory and four year plan through Kuder Navigator. The interest inventories are reviewed with the students through Career Preparedness and during grade level small group counseling sessions. SHS also utilizes the career coach employed by the ALSDE who supports students and the SHS counselors weekly. SCS employs a year-round job coach to assist with job transition skills.

Scottsboro High School's Career Coach visits the campus once per week for one on one and group career counseling. In cooperation with community partners, SHS has built a library of career videos that highlight career opportunities in our county and surrounding areas. All of this information is posted on the SHS counseling web page. |
| 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* | Scottsboro City Schools believes a safe and orderly environment is essential for maximum student learning. SCS has developed a Student Code of Conduct that groups violations into three classifications. Principals are responsible for ensuring that students, parents, and staff members have been thoroughly informed of the Code of Conduct and the policies and procedures contained within and listed on all electronic platforms.

A variety of discipline practices are utilized relative to offenses including parent phone calls, in-school parent conferences, in-school detention, out-of-school suspension and expulsion. PBIS Interventions strategies identified to proactively approach or deter inappropriate behavior include GTS (Graduation Tracking System), PST (Problem Solving Team), DRC (Disciplinary Review Committee) and student/administration committee conferences. All |

	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).	SCS certified staff completed 10 hours of behavioral professional development training through the Insights to Behavioral online platform. All administration, special education personnel, and selected staff are trained in using Managing Crisis Safely de-escalation techniques. By addressing each incident on an individual basis, SCS ensures that meeting student needs is a top priority. Each school conducts an annual needs assessment to identify effective discipline practices to ensure proactive discipline practices are implemented within the schools. Strategies: -Atmosphere Change -Making parents aware of the steps that are being taken -Change adults -Implementing PBA/BIP & FBA -Sensory Breaks -Sensory Rooms -Teacher documenting in INOW parent communication prior to further disciplinary action. -Insights to Behavior training -In-house translator to assist with communication/language barriers
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*	The Scottsboro City School System offers career technical education both on the campuses of SCS and in coordination with Jackson County's technical center, Earnest Pruett Center for Technology (EPCOT). At SJHS, the following programs are offered: Design and Modeling Automation and Robotics Aerospace Medical Detectives Green Architecture Computer Science In addition, STEAM activities are implemented in the core education classes. At SHS, the following programs are offered:

	important to in-demand occupations or industries in the State.	Education and Training Food, Wellness, and Dietetics Engineering Health Science Business, Management, and Administration Plant Systems Ag Construction Work Based Learning (Metal fabrication) Welding Serving Up Success Life Skills program At EPCOT, the following programs are offered: Cosmetology Carpentry Diesel Technology Collision Repair Drafting and Computer Technologies Electrical Technology HVAC Precision Machine Technology Welding Each of the programs mentioned above offers program specific knowledge attainment through differentiated learning strategies. Students are presented with information in whole group settings and given multiple opportunities for hands-on practice to foster skill attainment. Work-based learning opportunities are available through internships, and apprenticeships. Dual enrollment opportunities, stackable credentials and career readiness indicators such as ServSafe, Microsoft Office Specialist, Certified Nurse Assistant, EKG Technician, Lifeguard Certification, Patient Care Technician, and Forestry certification etc.

| 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 Scottsboro City School Systems work-based learning program tracks and supports the employability of numerous students. Students are permitted to take Work-Based Learning as a course for academic credit and are supported with resume building and on-the-job needs. The Work-Based Learning coordinator makes weekly contact with the employers to determine the needs of students. Students must also complete paperwork weekly regarding hours worked and hourly pay if appropriate.

Statistics from 2019-2020 indicated:

Total student hours worked (Apprenticeships): 38,288

Total student hours worked (Internships): 753

Total student wages earned: $334,705

Total Economic Impact: $2,343,705

Class Average Wage: $9.00/hour

**Due to COVID-19, 2019-20 data only runs through March 16th, 2020.

Statistics from 2018-2019 indicated:

Total student hours worked (Apprenticeships): 45,059

Total student hours worked (Internships): 140

Total student wages earned: $386,188

Total Economic Impact: $2,703,316

Class Average Wage: $8.58/hour |

		Other transition services offered include: Career Coach, Vocational Rehabilitation counselor, Phoenix Industries support with transition classes, workforce development and Cooperative Education, Transition EXPO with NACC and Jackson County Schools which was coordinated with the ARC of Jackson County to participate in the JETS program and other employability opportunities. Teachers at SHS who work with students pursuing the Alternate Education Pathway conduct classes titled "Community Based Learning" in which students visit and work with industry in our area in order to help students gain knowledge of local job opportunities and the job skills needed in order to gain employment.
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.*	The Gifted Coordinator and gifted teachers for Scottsboro City Schools facilitate training for second grade through sixth grade teachers annually in the Gifted Education Program to identify students who may be eligible for gifted services through testing in addition to providing teachers with an overview of the Gifted Program. All SCS 2nd grade students participate in child find activities and are administered the NNAT3 aptitude screener. The pullout gifted program is three hours weekly for 3rd - 6th grades. Advanced courses are offered in the secondary schools to meet the needs of gifted students. Professional development for administration and other school personnel is provided annually to share the definition and characteristics of gifted students and ways the gifted staff can collaborate with classroom teachers to meet the needs of gifted students. Gifted teachers are available for consultation with general; education teachers to provide enrichment, critical thinking strategies and differentiation suggestions to meet the needs of gifted students. Virtual learning opportunities were provided via distance learning platforms. At the High School level, a number of Honors, AP, & Dual Enrollment courses provide gifted and talented students the opportunity of enrichment and advancement. English honor courses for grades 9-12 include Honors English 9, 10, 11, and 12, AP English Language for 11th graders, AP English Literature for 12th graders, Dual Enrollment English 101 & English 102. Honor courses in Science include Chemistry 2, AP Chemistry, and Physics. Honor courses in History include AP US History. Honors courses in Math include Advanced

		Geometry, Precalculus, Calculus, AP Calculus, AP Computer Science Principles, Dual Enrollment Math 112 & Math 113. Students also have the opportunity to take Credit Advancement courses through ACCESS Virtual Learning which is offered through the ALSDE or Edgenuity. Gifted students in grades 7-8 are provided the opportunity to participate in advanced classes in all four core areas based on placement assessments. For the 2020-21 school year 6-8 students will participate in A+ College Ready Preparedness Course work. Computer Science classes will be optional at the junior high level.
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.*	Scottsboro City Schools Library Media Programs work to promote a love for reading, accessing information, and developing digital literacy skills. SCS media specialists are provided opportunities throughout the school year to collaborate. Media specialists participate in professional development to learn current research related to the program goals and guidelines. Technological growth is provided for students and teaches. Virtual G-Suite training was offered to help teachers during the spring semester. SCS elementary students visit the library monthly in addition to built in FLEX time for greater access to student needs. Accelerated Reader is implemented to increase the volume and frequency of reading. Technology needs such as digital citizenship and digital curriculum are part of the emphasis of lessons. Resources are purchased to meet the diverse needs of student groups. Caldwell Elementary School offers technology class during the day. Each student attends classes to learn important technology skills. Caldwell Elementary incorporated online learning classrooms during the spring semester. They prepared our students for virtual learning. The SHS Library Media Specialist assists with student data collection, analysis, and intervention placement. SHS media specialist helps by coaching intervention teachers with the use of technology strategies such as IXL.com. They collaborate with teachers throughout the year to plan lessons using digital literacy skills.