

Tallassee City Schools Consolidated Plan 2023-2024

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.

Throughout the year Tallassee Elementary School, Southside Middle School, and Tallassee High School will have data meetings to analyze formative and summative test results. During this time, teachers, administrators, and interventionists will identify key areas of concern with each student. With this information, the team will recommend instructional strategies to address those specific areas.

Through the progress monitoring process, the teachers will determine students' current level of performance related to skills that should have been acquired within the academic term. Based on that information, the teachers will be able to redirect teaching time to areas of need and to set achievement goals. Teachers will be able to monitor the students' progress on mastering the goals and reteach those skills that are in deficit. Finally, TES, SMS, and THS have implemented programs that lend themselves to helping students have a well-rounded education. Several of the programs are newly added Elementary Music, Band, 5th grade Music, STEM, Art, computer applications, choral, Agriculture and Health Sciences CTE courses, and after school programs.

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.

At Tallassee Elementary School, students' progress is monitored using a variety of resources. Teachers in grades K-2 progress monitor their students using STAR CBM. The DIBELS and STAR Early Literacy assessment is given to students in grades K-4, at least three times per year. Through the use of mClass, Phonics First, and Heggerty, the general education and intervention teachers will use the skill checks, dictation checks, and phonics checks to track

students' progress. In addition, we will use the data collected from STAR Renaissance for students in grades 2nd through 4th in the areas of reading and math. With the assistance of administrators, instructional coaches, and intervention teachers, we will use the data from each of these resources to identify students who are "at risk" and need to be pulled for intensive intervention.

At Southside Middle School students' progress is monitored by using a variety of tools. English Language Arts and mathematics teachers in grades 5-8 will utilize Renaissance STAR Assessments three times per year (August, December, and May). The data from these assessments are utilized to strategically plan for small group reading instruction and differentiated instruction across all four grade levels. Read 180, System 44, Freckle, and iXL are being utilized to help our struggling students build confidence in both areas as they work toward success. Their progress will be monitored by the intervention and general education teachers. The ACAP Summative will be administered in the spring of 2024. The data from these assessments will also assist teachers in making instructional decisions and identify students who may be at risk for academic failure.

At Tallassee High School, students' progress is monitored by using a variety of tools. English Language Arts and mathematics teachers in grades 9-12 will utilize Renaissance STAR Assessments multiple times per year to help place students in the proper acceleration class. Freckle and iXL are being utilized to help our struggling students build confidence in both areas as they work toward success.

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.

Through the CKLA Amplify and Phonics First program and small group instruction, we monitor the progress of "at risk" students. The students who are "at risk" are pulled for intensive intervention sessions by a Title I reading intervention teacher or the instructional coach. During this time, they work with students on phonics and phonemic awareness using the program CKLA Amplify and Phonics First program. The instructional coach has held professional development sessions on reading both with intervention teachers and general education teachers. During this time, she has supplied teachers with make-and-take center

materials as they relate to CCRS standards and state summative assessments. Also, she has facilitated turnaround sessions of content received from Alabama Reading Initiative coaching sessions.

At Southside Middle School, small group instruction, myView and myPerspective, Envision Math/Freckle Math, grade level benchmarks, and Renaissance STAR Assessments help monitor the progress of at-risk students in the areas of reading and mathematics. Teachers utilize the programs to provide individualized instructional activities that directly relate to student performance. For Tier III instruction of identified at-risk students, the reading intervention teachers will provide instruction using Read 180, Systems 44, Freckle, and supplements from Savvas enVision. Professional development has been provided to the intervention teachers and general education teachers by the instructional technology leader for the system.

At Tallassee High School, we use our acceleration period three days a week to work on Freckle Math and ELA to help guide our students in areas they need the most improvement. Teachers utilize these programs to help monitor the students progress throughout the year. Professional development has been provided to the teachers by the instructional technology leader for the system.

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

Describe how the local education 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.

Throughout the academic year, Tallassee Elementary School teachers will use a variety of tools to progress monitor students. The information collected will be used to develop goals that can be measured and tracked, and that can be used to divide what the child is expected to learn by the end of the year into shorter, measurable steps. To enhance instructional strategies, teachers will use the program Amplify and Phonics First. This direct instruction is crucially important because it employs all the modalities used in learning. All learners, but especially struggling readers, benefit from high-engagement, multisensory, teacher-led instruction that activates and connects multiple areas of the brain. The software component of the CKLAS Amplify program will assist teachers in maximizing the effectiveness of their direct instruction by providing detailed information about the specific skills students are struggling with. The report data can also be used to organize small group instruction that matches student skills.

Southside Middle School teachers will provide instructional strategies that appeal to all types of learners. Various modes of progress monitoring will take place based on the content area of instruction. Formative assessments are administered constantly throughout the instructional process in all areas to provide information to the teacher on where the students' mastery level falls. Teachers then utilize small group instruction, individualized instruction, and other modalities of instruction to meet the needs of those learners. Through this process, teachers identify their at-risk students, and the students are discussed at the response to intervention meetings with other instructors to collaborate on strategies to increase student performance. Students who are identified as needing Tier III instruction participate in Systems 44 and Read 180, Freckle, and enVision Math supplemental interventions. These reading and math instructional tools provide reports and information that directly relates to the struggling students' needs. The interventionists can then focus on those skills when he/she works with each student.

At Tallassee High School, teachers will provide instructional strategies that appeal to all types of learners. Various modes of progress monitoring will take place based on the content area of instruction. Formative assessments are administered constantly throughout the instructional process in all areas to provide information to the teacher on where the students' mastery level falls. Teachers utilize the acceleration period on Tuesdays, Wednesdays and Thursdays each week to provide enrichment in the areas of Math and ELA on the platform Freckle. Teachers also utilize Savvas and IXL in their everyday teaching in the classroom to provide the students with extra support.

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

Tallassee City Schools has one school per grade span and students are scheduled into classes based on a representation of our demographics. All teachers paid through Title I funds are certified in the field they are teaching. If teachers need additional assistance, the instructional coach works closely with them to provide instructional strategies and additional support. Also, we provide teachers with strategies to better promote learning. Some of those strategies consist of:

1. Instructional Match- Ensure that students are being taught at the optimal instructional level. One that challenges them but provides enough success to keep these students confident and invested in learning.

2. Scaffolding- Provide 'scaffolding' support to students as necessary to help them to master a new task.

3. Step-by-Step Strategies- For complex, conceptually difficult, or multi-step academic operations, break these operations down into simple steps. Teach students to use the sequential steps. When students are just acquiring a skill, teachers may create a poster or handout as a reference for students to follow the steps of strategies that they are to use.

4. Modeling & Demonstration- Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Teachers have students use these strategies under supervision until they are sure that students understand and can correctly use them.

5. Performance Feedback- Make sure that students who are mastering new academic skills have frequent opportunities to try these skills out with immediate corrective feedback and encouragement. Prompt guidance and feedback will prevent students from accidentally 'learning' how to perform a skill incorrectly.

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

Tallassee City Schools currently has one Title I school identified (Tallassee Elementary School) as targeted Support Level 1 (ARI). This designation affords support monthly from Regional ARI. Southside Middle School was identified as an Additional Targeted Support and Improvement School (ATSI) in 2022. In addition, all schools show a need to improve the service to African American, special education, and low-income students.

To ameliorate this situation, sustained and continuous professional development is being identified to give teachers strategies to improve student achievement and resources are being identified and purchased to assist in this task. Mentoring, book studies, and

observations are being utilized to ensure success in increasing school achievement. Both at the school and system level, instructional leadership teams use data to make curricular and instructional decisions.

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).*)

Tallassee City Schools has all schools served through the Title 1 program (Tallassee Elementary: 76.3%, Southside Middle School: 71.63%, Tallassee High School: 64.17%). Our district average for poverty among all schools is 70.77%. The schools are defined as a

“school-wide program” where all students in attendance have equal access to programs. For this reason, there is no ranking process in our LEA. The free and reduced lunch data from the SDE report for the current year is used to calculate the poverty percentages for schools for the following year. Tallassee City Schools qualified for Child Nutrition CEP status starting in the 2023-2024 school year and the procedures for calculating poverty percentages through CEP will be used during the duration of this eligibility.

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

Students from Tallassee City Schools are served under the school-wide umbrella. They enjoy a myriad of services designed to both meet their needs and provide a well-rounded education. TCS does not have or serve any institutions for neglected or delinquent children. There are no such facilities in the LEA’s jurisdiction.

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.).

At the school level, the parents complete the McKinney-Vento form. If a parent/guardian identifies a child as living in one of locales that falls within the definition of homeless, then support is offered to the child. The parent/guardian is contacted to see if they need assistance with school supplies or any items that would facilitate a smooth transition into school for the child. Also, parents are given phone numbers to resource centers that can help them. If a student is having difficulty getting to school, we encourage parents to allow students to ride the bus. The LEA reserves funds from its Title 1 allocation to serve these students.

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

Within the academic year, the Guidance Dept. schedules tours with local early childhood centers to tour the elementary campus. During the tour, future kindergarten students are provided the opportunity to have a glimpse into the life of a kindergartner. On another note, the elementary school operates a First Class Pre-K program. This program runs in conjunction with the regular program (K – fourth) at Tallassee Elementary. Within the daily schedule, Pre-K students experience whole and small group instruction. Since children learn and grow through interactive experiences, the classroom contains diverse learning centers. Finally, TCS has a partnership with the local head start program. Students that are referred to TCS for special education services by head start are tested and served if they qualify.

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.

Tallassee Elementary School, Southside Middle School, and Tallassee High School are school-wide programs. Services are offered to all students.

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.

Southside Middle School implements various strategies to facilitate effective transitions from middle grades to high school. Students are informed of a series of dates called “Registration Days” in the Spring of their 8th grade year. School counselors from Tallassee High School

work in conjunction with the counselor of Southside Middle School to coordinate a time where parents and students have appointments to make their 4-Year Plan. This is a time where three school counselors are on hand to help parents and students make the best choices for their future in terms of class selection, graduation track selection, and overall decisions for the high school career. An orientation is also held at Tallassee High School for the upcoming 9th grade students each year.

Transition strategies from high school to postsecondary education also takes place through parent nights, programs with our Career Coach, college tours, and representatives from colleges on campus.

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.

This is done at the secondary level through dual enrollment partnerships, online college classes and assistance from our Career Coach.

14. Sec. 1112(b)(11) - SB

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)

In order to ensure equality in the area of discipline, a school-wide discipline plan will be used by each faculty and staff member at each campus. The school-wide behavior plans involve responsibility, accountability, and communication on the part of staff, parents, and students. A welcoming, positive, and valuing school climate works toward helping students understand and abide by its system. This goal is accomplished via curricula and training for problem solving, self-control, conflict resolution, positive, and respectful interaction with others. At Tallassee Elementary School, Character at Heart, Totally Incredible Girls and Guys Earning Rewards, and PAWSitively Amazing Students, will be able to have a positive and lasting effect on the child. At Southside Middle School, Classroom DOJO, Spencer Spotlights, and Student of the Week are utilized to promote positive behavior support. At Tallassee High School,

Scholar of the Week, along with positive phone calls and texts are used to promote positive academics and 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.

At Southside Middle School, STEM enrichment opportunities are offered to students that support future careers and studies in science, technology, engineering, and mathematics for all students. The activities from these experiences can go on to promote careers and an expansion of opportunities for our students. Similarly, SMS Robotics is an extra-curricular opportunity that is offered to all 7th and 8th graders. Students participate in hands-on development of a robot and written components to submit in regional and state competitions. Volunteers from Neptune Technology Group provide additional support to our students as they develop these robots and compete. This collaboration with local industries exposes students to new career opportunities and considerations for the future.

At Tallassee High School dual enrollment classes are offered. There is also a partnership with the technical school in Elmore County Schools, which allows our students to attend technical classes not offered in Tallassee City Schools. THS offers a robotics program as an extra-curricular opportunity. Three Career Technical Education programs are offered - Business, Agriculture, and Health Sciences.

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.

SMS Robotics is an opportunity that is offered to all 7th and 8th graders. Students participate in hands-on construction of a robot and written components of a notebook to submit in regional and state competitions. Volunteers from Neptune Technology Group--a local industry provide additional support to our students as they develop these robots and compete. This collaboration with local industries and individuals who work in those industries exposes students to new career opportunities and considerations for the future. SMS also has two STEM labs that every student in the school has access to. The concepts learned in these labs will help prepare students as they move into the technology saturated job markets of tomorrow.

THS allows for college tours, participates in the Elmore County College and Career Day, and allows for guest speakers from industries, military, and colleges to come and speak to different classes at THS.

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.

Though Title Funds are not spent in this endeavor, each year we provide training to our entire faculty that explains the identification and referral process for students who demonstrate or show the potential to demonstrate gifted traits, aptitudes, and behaviors. Additional training is provided annually to our 2nd grade teachers as it specifically relates to 2nd Grade Child Find. Consultative services and model lessons are provided for grades K-2, with required 2nd grade model lessons being included in the provided services. Collaboration with 3rd-8th grade teachers also takes place regularly. Classroom teachers are in close communication with the gifted teacher throughout the school year to monitor social/emotional needs, participation, and progress of those actively receiving gifted services at our school.

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.

We utilize funds in different ways to develop the library program. In order to make sure we spend resources wisely, we stay up to date on apps, websites, and other educational technology that will benefit students' academic achievement by attending conferences/workshops and discussing ideas with colleagues on forums. We also discuss with colleagues and research lessons that will provide students with an opportunity to expand their knowledge in digital literacy. Finally, using the above information, we purchase technology (apps, equipment, etc.) that will enhance the lessons we teach to expand students' knowledge and critical thinking skills. Title I funds are not used for these activities.

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 serve as members of our Federal Programs Advisory Committee annually. The schools each have parents involved in the process of identifying the needs of the school and assisting with the development of the ACIP . Using both the feedback from our meeting and the needs identified as each campus, the Consolidated Plan was developed. A parent survey is also done to identify:

- volunteer interests, talents, and availability, matching these resources to school programs and staff-support needs.

- Create volunteer recognition activities such as events, certificates and thank-you cards.

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.**

Tallassee Elementary School, Southside Middle School, and Tallassee High School will accomplish this by training the parents in the understanding of the state and local academic achievement and assessment standards as well as how to monitor their child's progress and how to work with their child's teacher at the grade level enrichment nights. The parents will also be able to meet their child's teacher at an Open House that is held before the first day of school. They will learn about the individual class assessments and what their role will be in helping their child succeed. Throughout the year, parents will be given information on how to contribute to their child's success. The information will include being actively involved with monitoring attendance, homework completion, and communication between teacher and parents. Parents will be encouraged to answer emails, notes, and telephone calls. Tallassee City Schools will provide technical assistance to both the schools and the parents as needed. This may include helping parents navigate the school website for information, providing technology for parents to use at the schools when needed, ensuring the schools have the necessary access to technology needed for parent engagement, etc.

At TES, we will work diligently to ensure that all parent materials align with our identified goals. One of the goals is to increase the percentage of first and second grade students who benchmark on the STAR CBM testing. Throughout the year parents will receive notices informing them of the dates of the tests. Parents in Kindergarten through 4th grade will receive a STAR CBM report in the fall, winter, and spring.

At SMS, we will promote parental engagement in understanding our assessments and the ACAP results. Teachers will explain scale scores, grade level equivalencies, and proficiency levels.

At THS, we will promote parental engagement in understanding our assessments (Pre-ACT, ACT, ACT Workkeys) by explaining the scores to parents when disseminating the results. College and Career nights will also be held to help parents navigate the process of college enrollment and explain other options available to students after graduation (trade school, junior college, career).

Tallassee City Schools will ensure that all schools have the available resources needed to implement effective parent and family involvement. This includes providing platforms that the teacher/administrators can use to communicate with parents (School Status, Remind, etc.), providing supplies for family engagement activities, and having Central Office staff participate in these activities to support the teachers.

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.

Tallassee City Schools, in cooperation with parents, has developed a district wide Parental Engagement Policy. The policy addresses composition of the Title I Committee, duties of Title I committee members, obligations of the committee to the parents, guidelines for meetings, requirements of the Title I program, and avenues for distribution of timely information. Parent Resources are located in the media room and are available to be checked out by parents for their use at home with their children to improve student achievement. Parents participate in the planning of the Title I program through their attendance at the Title I parent meetings and through their completion of the parent survey and program evaluation. Parents are invited to attend the annual Federal Programs Advisory Council planning meeting to provide input into the program planning, budgeting, and evaluation. Parents of students in a Title I School may make and submit their comments of dissatisfaction with the Title I program, the Continuous Improvement Plan and /or the School Parent

Engagement Policy and plan to the Title I Coordinator. Parents should receive a response within 30 days following the receipt of a written complaint.

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)

Parents are given the opportunity to serve on committees and offer ideas on how to improve parental involvement. Throughout the year, we will offer many parent meetings to assist them in being able to help their child with academic standards. These meetings are offered at multiple times giving parents flexibility and options to be able to attend. If parents are unable to attend, resources from the event will be sent home. By using MasterWord, or other appropriate translation software, parents with limited English proficiency receive information in their native language. The school will also use a translator when necessary to ensure parents understand and are able to communicate their concerns with the teacher. School Status can also be used to send messages to the parents that they can understand. The EL teacher works closely with the students and families and monitors the students on a regular basis.

An annual survey of parents and teachers will be conducted to evaluate the effectiveness of limiting barriers to greater participation.

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

Through the use of weekly newsletters and school websites, parents will be informed of content that is being taught in the classroom. Teachers will continue throughout the year to invite parents for in person and/or virtual conferences when needed. During our Family Engagement sessions, parents are made aware of the expectations and standards for the year

and provided with instructional supplies and strategies that can be utilized and assist their child at home.

At SMS, Classroom DOJO, Google Classroom, School Status, and the SMS Website are utilized to keep parents up to date on current happenings in the classroom. Teachers use these tools to inform parents of both positive and negative behavior occurrences, upcoming events, upcoming assignments, tests, and projects, and overall student performance. The PowerSchool Home Portal is used to inform parents of each student's academic performance. An annual survey of parents and teachers will be conducted to evaluate the effectiveness of help provided to parents and family members to assist with the learning of their children.

(iii) strategies to support successful school and family interactions

As a way to promote successful school and family interactions, at TES we implement the techniques listed below.

- Provide printed information for parents on homework policies and on monitoring and supporting student work at home.
- Send home folders of student work daily/weekly for parents to review and comment.
- PowerSchool grade booklets so families can frequently monitor their children's progress.
- Clearly communicate school policies to all families in their home language.
- Establish formal mechanisms for families to communicate with administrators and teachers as needed (e.g., School Status, Remind app, e-mail addresses, weekly hours for families to call or meet).

At SMS, promoting school and family interactions to ensure they are successful is of great importance. The ways in which SMS achieves positive, successful school and family interactions are listed below:

- Parental Connection to Classroom DOJO. This tool provides an immense amount of assistance in promoting successful interactions. Parents are notified instantly of

positive and negative behavior occurrences at the touch of a button by the teacher. Students earn points and lose points based on classroom behavior. The information is immediately provided to the parents, and the teacher can add comments to keep them even more informed. Furthermore, Classroom DOJO serves as a portal for information for parents. Teachers and administrators can contribute pictures, comments, and reminders to parents to the School Story or the Class Story. Parents can also message the teachers through this platform as well. This tool keeps parents well informed and provides a successful space for communication.

- The PowerSchool Parent Portal and mobile app provides parents with instant access to student grades in all subject areas as well as attendance information. It provides transparency between the school and home for successful interactions.
- School Status is also a communication tool used to communicate with parents in their language. This tool is widely used across campus, and it is the primary form of communication to correspond with parents.
- School policies are communicated to all families in their home language.

THS

- The PowerSchool Parent Portal and mobile app provides parents with instant access to student grades in all subject areas as well as attendance information. It provides transparency between the school and home for successful interactions.
- School Status is also a communication tool used to communicate with parents in their language. This tool is widely used across campus, and it is the primary form of communication to correspond with parents.
- School policies are communicated to all families in their home language.

An annual survey of parents and teachers will be conducted to evaluate the effectiveness of strategies to support successful school and family interactions.

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.**

Tallassee City Schools will use the survey results (addressed in D. above) to determine the quantity and quality of our parent and family engagement policy. As a faculty, we will discuss better ways that we can involve parents. The school will create a Parent Advisory Committee of teachers and parents to look at the survey results and make a plan to address areas where parents expressed areas of concern. We will revisit these areas of concern to ensure that it has been addressed and practices are in place to improve in those areas.

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.**

During the end of the academic year, the Parent advisory committee will meet to review and revise the Parent and Family Engagement Policy for the upcoming academic year. Teachers are encouraged to involve as many parents as possible by providing fun family activities such as: Grade Level Enrichment Nights and Pastries with Parents.

To ensure that the parent advisory committee is comprised of a sufficient number of parent and family members and is representative of the population served, we will look at our

demographics of students served and determine a number and percentage of parents/family members that should be included on the committee to represent various groups (e.g. race/ethnicity, students with disabilities, grade spans).

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.**

During Open House, the teacher will meet with parents to explain upcoming expectations and how to monitor their child's progress from home. Teachers will discuss the weekly folder, newsletters, website, google classroom, and PowerSchool so that parents are aware of how to find out information about their class. Also, we will host Family Engagement Nights where state standards will be discussed. The students will complete activities to improve and master these standards. Materials will be sent home to further explain these state and local standards. Teachers will continue to conference with parents as needed. Administration will monitor students at risk of failing and these parents will be notified at the midpoint of the year.

- H. Describe how it will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.**

We will host Family Engagement Nights to inform parents of current instructional practices in the classroom. Supplies and materials will be sent home to aid students in mastering these skills. Teachers will engage parents and keep parents well informed of upcoming assessments through newsletters, websites, and correspondence home. Parents will be made aware of extra resources available such as Savvas (Envision Math/ myView and myPerspective) Amplify CKLA (Core Knowledge Language Arts K-4) , Clever, and Connect Ed.

- I. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.**

We will use the results from our parent survey to drive and revise our relationships with parents. Parents that serve on the Parent Advisory Committee will also be given opportunities to offer suggestions on ways teachers can improve communications and how to build better working relationships for the benefit of the students. These suggestions will be transferred to teachers and administrators during professional development sessions on parental involvement. Plans will be put into place to improve our parental involvement.

- J. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**

At TES, we provide a parent resource center, with informational pamphlets, that is located outside the main office to assist parents with behavior and academics. For pd sessions, we will invite local pre-k or tutoring programs to participate in sessions. If additional resources are available, we will donate resources to provide assistance in local pre-k or tutoring programs. To prepare future kindergarten students for transitioning into elementary school, we invite all local pre-k programs to tour and receive educational materials to utilize at home.

At SMS parents are encouraged to attend all parent meetings and participate in volunteer opportunities. Parents are also encouraged to reach out to teachers for more resources to support their child's learning in addition to the resources already provided. Google Classroom is an excellent resource for parents because it offers access to what students see during class with their teachers. It also provides extra resources such as videos, links to practice, and websites for further learning and explanation on topics discussed in class.

THS parents are encouraged to attend all parent meetings and participate in volunteer opportunities. Parents are also encouraged to reach out to teachers for more resources to support their child's learning in addition to the resources already provided.

K. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

We will provide translators when available as well as use MasterWord, or other appropriate software, to communicate with parents when necessary. The EL teacher will contact parents on a regular basis to ensure those parents are kept informed and understand the school programs. School Status will also be utilized.

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

We will host many informational meetings, family nights, and parental involvement opportunities throughout the school year. These will be widely advertised, and resources will be made available. Relationships will be built during this time fostering more open communication between the parent and the LEA.

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

Parents on the Parent Advisory Board will offer suggestions of training they feel teachers and administrators could benefit from. We will offer strategies for teachers and administrators to improve communication with parents and monitor the effectiveness through the Parent Opportunities Program.

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

The LEA will use the Literacy Team, who are all well trained, to train teachers and staff throughout the district. The Literacy Team has provided many professional development training on our CKLA Amplify program without seeking outside sources that require funding. Our instructional reading coach are well qualified to train teachers in the area of literacy with no extra funding required.

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

When necessary, the LEA has and will use funds to transport students so that they are able to attend events and meetings. Childcare will be available on school campuses during required meetings for parents. Teachers will provide activities for the students so that parents are able to meet separately with no distractions and foster an environment for collaboration.

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

During our Parent Advisory Committee meetings, we will discuss ways to involve all parents. We will use the suggestions of this committee to further reach parents. We will encourage this committee to seek out other parents and help the LEA to communicate with parents via social media, etc.

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

Teachers will be flexible when working around parents' schedules for conferences. All parties involved with the student will be given the opportunity to attend. Arrangements will be made to satisfy the schedule of the parent. School wide meetings will be advertised well in advance and offered at multiple times to maximize parental involvement.

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

The LEA will research approaches to improving parental involvement. We may attend parental involvement training and observe schools where parental involvement is abundant and adopt strategies that will work within our system.

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

The LEA may combine the Parent Advisory Committees from each school for an annual district wide meeting to discuss each school's plan and ideas. During this meeting a discussion can take place on how to better communicate district wide initiatives to the public.

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

At TES, we have businesses that come in and read with students each year during Read Across America week. We would like to foster that community support by providing organizations and businesses more opportunities to be involved with our schools and directly with the students. We may also ask local businesses to send a representative to our parent nights to help with activities.

At SMS, local businesses and industries are involved in the process with our Robotics Team. This extra-curricular activity promotes an increase in career development for our middle schoolers and provides access to real industry employees as a resource.

THS, we have businesses and other organizations come in and speak with different classes. We also have our seniors participate in the Elmore County College and Career Day at the Wetumpka Civic Center.

Sec. 1116(f)

U. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including

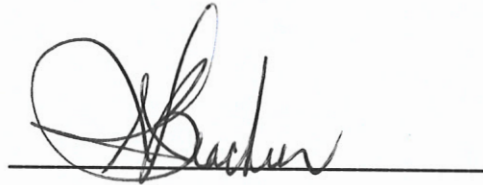
parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Parents will be provided with a variety of opportunities to participate in school meetings, events, and activities. The ESL teacher will be available to assist EL parents as well as use MasterWord, School Status or other appropriate software. Translators will be used when necessary. Accommodations will be made for disabled parents and students. The counselor will provide resources and support for homeless families and migratory children.

Tallassee City Schools will use the survey results (addressed in D. above) to determine the quantity and quality of our parent and family engagement policy. As a faculty, we will discuss better ways that we can involve parents. The school will create a Parent Advisory Committee of teachers and parents to look at the survey results and make a plan to address areas where parents and/or teachers expressed concern. We will look at these areas and the strategies being used and discuss how we can make changes and/or add new strategies. We will revisit these areas of concern to ensure that it has been addressed and practices are in place to improve in those areas.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by sign in sheets and minutes from Federal Programs Advisory Committee Meeting. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 15th, 2023.

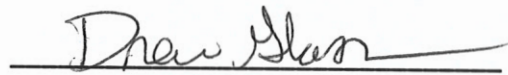
Ms. Shanikka Beacher
Principal, Tallassee Elementary School



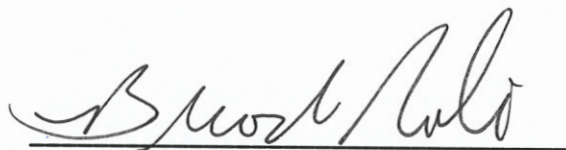
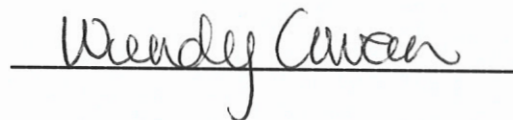
Mrs. Brittney Spencer
Principal, Southside Middle School



Mr. Drew Glass
Principal, Tallassee High School



Mrs. Wendy Cowan
Federal Programs Coordinator
Tallassee City Schools



PLAN APPROVED BY:
Dr. Brock Nolin
Superintendent, Tallassee City Schools

9/21/23
DATE OF APPROVAL