

## Tallapoosa County Consolidated Plan 2025-2026

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.**

Curriculum and Instruction personnel from the Central Office will meet with administrators and instructional coaches to review data, analyze student progress, and address changes that need to be made. Participants will complete surveys within PowerSchool following professional development. Through formal observations and informal walk-throughs, teacher implementation and student interaction/understanding will be observed. Data and teacher feedback will determine the professional development to be provided and the immediate and long-term student goals. Formative benchmark assessments are given during the fall and winter and a summative assessment is administered in the spring.

### 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.**

Tallapoosa County's Vision is "Building students today for a better tomorrow". Our Mission is "Students achieving at their fullest potential while preparing for success in college, career, and life".

Our Beliefs are:

- Establishing strong relationships with all students
- Providing safe learning environments for all students, faculty, and staff
- Creating stakeholder partnerships to strengthen our communities
- Sharing responsibilities for the education of tomorrow's citizens
- High expectations for all

Services are provided to and for ALL students with an increased emphasis on helping the at-risk students (migratory, immigrant, limited English proficiency, students with disabilities, homeless, neglected/delinquent, children in foster care, and economically disadvantaged) achieve local and state goals of high growth/achievement. Measures used to achieve these goals are addressed by the LEA Advisory Committee and each school's ACIP committee. Revisions are made when appropriate. Each school-wide plan/ACIP varies in composition and strategies to meet the individual needs of each school and the students. Benchmark assessments are administered three times a year-beginning of year (BOY), middle of year (MOY), and end of year (EOY) to assist in identifying students who may be at risk in reading and mathematics or who have not mastered grade-level specific content standards in the two core subjects. Additional benchmark assessments are used in the elementary grades giving students the chance to read at their recreational level and thus practice reading comprehension and reinforcing math skills. Nine-week and end-of-semester tests are administered in secondary schools to measure student success and knowledge of the content taught. Progress monitoring is also used to track reading success throughout the year. Data for students experiencing limited parental involvement, students who have acquired numerous discipline referrals or excessive absences/tardies, and/or students with a specialized plan such as an IEP, Section 504 Plan, IELP, or SRIP, are reviewed by school personnel each nine-week period to identify and assist low-performing students to meet challenging growth/achievement

standards. Administrators also have access to apps within the AIM portal to track student data, including CCR and graduation rates at their schools. According to the Alabama Literacy Act, any student in Kindergarten through 3<sup>rd</sup> grade with an identified reading deficiency will be required to have a Student Reading Improvement Plan (SRIP). A reading deficiency is determined by a consistent deficiency in any of the following areas: letter naming fluency, letter-sound fluency, nonsense word fluency, sight words, oral reading accuracy and fluency, vocabulary, or comprehension. Once a deficiency is identified, teachers must notify parents. A diagnostic assessment is given to the child and based on specific needs, teachers will provide intensive reading instruction and interventions for that child. The specific instruction and targeted interventions will be documented in a SRIP. Tallapoosa County developed and implements the *Tallapoosa County Schools District Literacy Action Plan*, which provides detailed guidance for this law.

### **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 to need help in meeting the challenging State academic standards.**

The LEA and schools use information obtained from the required state assessments and additional assessments to assist in diagnosing and teaching. A plan of action is formulated for each student failing to meet growth/proficiency levels of academic achievement. Results of all assessments are analyzed annually for comparability. Students identified with academic difficulty and/or whose scores indicate little growth based on local monitoring assessments and/or on state assessments are provided intervention instruction. Students identified as needing additional support have a variety of options available to them in mastering state content standards. Identified students who have academic difficulty (D's and F's) on report cards and/or progress reports are referred to the Multi-Tiered System of Supports (MTSS) team to determine additional academic support needed. The MTSS team analyzes data and determines a plan of action to meet the student's needs. The plans are reviewed each 9 weeks or more often if necessary. Parents must be notified if their child is being discussed by the Problem Solving Team. Parent conferences and notifications for identified students are held to discuss identified strategies to use at home and to provide support at school when possible. Student progress monitoring data is reviewed at grade level meetings. Teachers use this data to drive instruction and to determine instructional strategies. Students identified may also be assigned lessons or courses in Edgenuity or ACCESS. Students may be asked to participate in after-school tutoring programs and summer programs. Students that are identified as experiencing severe problems may be referred to the Multi-Needs Committee which is composed of many county agencies such as Mental Health, Health Department, Youth Services, Department of Human Resources, and the Alabama School for the Deaf and Blind.

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

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

The reading program for students in grades K-5 is CKLA (Amplify). Built into the program are intervention lessons for struggling readers and EL students. Students in grades K-3 that are reading below grade level will have the opportunity for additional intensive instruction by the classroom teacher, the reading coach, and/or a resource teacher. Students identified with academic difficulty and/or whose scores indicate little growth based on local monitoring assessments and/or on state assessments are provided intervention in a smaller group setting. IXL is a curriculum software program that assigns students to learning paths based on the program's assessment data. The lesson paths afford students additional instruction on specific standards. Teachers may also assign students specific lessons in IXL meeting that

student's unique needs. Students are also given the opportunity to participate in after-school tutorials in the areas of reading and mathematics. Summer school is available for grades 9-12 and Summer Reading Camps are available for students not meeting reading proficiency in grades K-3 and 4-6. Other summer learning opportunities include Credit Recovery or the chance to make up missed course work. Each faculty member has access to the State Courses of Study, WIDA Standards, local curriculum guides, and benchmark assessment objectives. Learning objectives from these resources are incorporated into daily instruction.

**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**

Each local educational agency (LEA) supported with Title I funds will ensure that all teachers and paraprofessionals working in a program supported under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Under ESSA, Sec. 1112(e) (1) (A). At the beginning of each school year, each LEA supported with Title I funds shall notify parents that **they may request**, and the LEA will provide on request and in a timely manner, information regarding the professional qualifications of the student's classroom teachers. All schools are schoolwide Title I. Principals hire personnel at their school. The Director of Personnel is responsible for ensuring proper certification of employees. The Federal Programs Office ensures personnel paid with federal dollars are properly certified and teach in the area(s) of certification(s).

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

**Describe how the local educational agency will carry out its responsibilities under section 1111(d)(1), regarding Comprehensive Support and Improvement (CSI) schools. The local education agency must include how it will develop and implement a CSI plan in partnership with stakeholders that takes into account the accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment, identifies resource disparities, and is approved by the school and the local education agency.**

There are no Comprehensive Support and Improvement (CSI) schools in Tallapoosa County.

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

**If the local education agency provides public school choice as described in 1111(d)(1)(D) to students enrolled in a school identified for Comprehensive Support and Improvement (CSI), describe how the local education agency gives priority to the lowest-achieving children, how the local education agency ensures that a student who uses the option to transfer shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school, and how the local education agency permits a student who transfers to another public school to remain in that school until the student has completed the highest grade in that school.**

There are no Comprehensive Support and Improvement (CSI) schools in Tallapoosa County.

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

**Describe how the local education agency will carry out its responsibilities under 1111(d)(2) regarding Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools (if applicable). The local education agency must include how it will support a school in accountability indicators for each subgroup of students for which it is identified and includes evidence-based interventions. The local education agency must include how it will approve the plan and monitor its implementation, including how the**

**local education agency will take additional action following unsuccessful implementation of the plan after a number of years determined by the local education agency.**

Tallapoosa County has two TSI schools and two ATSI schools. Each has implemented a plan to correct the sub-group deficiencies. Tallapoosa County assists each school by supporting staff in the development of a continuous improvement plan (CIP) in partnership with stakeholders. Needs assessment results determine necessary goals, objectives, critical initiatives, and key measures. Additional funds are allocated to the school for the purchase and use of evidence-based interventions as needed. Central office personnel monitors the implementation of the CIP in each school.

Every effort is made to provide incentives for voluntary transfers and develop recruitment programs and other strategies to attract certified teachers so that low-achieving students will be taught by certified, experienced teachers. Additional professional development for teachers and administrators is also being provided on Google Classroom and all Google tools. All schools have received Chromebooks for all students K-12.

#### **9. 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).*)

Tallapoosa County currently serves all schools in the district with Title I funds. All schools are school-wide programs. We serve based on the criteria that 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 61.92 (FY26). This includes Dadeville Elementary at 74.25, Dadeville High School at 69.13, Reeltown Elementary School at 60.44, Reeltown High School at 52.13, and Horseshoe Bend School at 45.29.

Poverty criteria is based on the number of students eligible for free and reduced-price meals under the National School Lunch Act. Schools will be determined eligible based on the highest percentage of need and with at least 35% (targeted assistance) and 40% (schoolwide) from low-income families.

Schools are rank ordered from greatest poverty to lowest poverty.

#### **10. 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**

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of growth/ achievement on state academic assessments. This schoolwide reform should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. (ESSA, 2015 Sec 1114 Schoolwide programs)

All schools in Tallapoosa County are Title I schools and operate school-wide programs. As such, all students benefit from the federal dollars allocated to the school. The federal dollars are used only to supplement the regularly funded program based on the percentage of free and reduced students. A needs assessment is completed each year at each school to identify the specific needs of the school. Based on the needs assessment, a committee selected by the principal is responsible for developing a Continuous Improvement Plan (CIP) for the school. The plan describes goals, strategies, and action steps, what resources are needed to accomplish goals, and benchmarks that will be used to indicate the success of the goals, strategies, and action steps. The CIP committee decides what additional resources are needed and how Title I funds will be used to supplement the instructional program.

**Neglected Institutes**

Currently, we have one institution that houses neglected and/or delinquent young ladies (The Tallapoosa County Girls Ranch). All students attend the school in which the facility is zoned and receive all Title I services provided by the school-wide program. An admission policy for Neglected and/or Delinquent Children is in place removing barriers to enrollment for the students. The facility is not eligible to receive Neglected and/or Delinquent funds or services.

**11. 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.).**

The Tallapoosa County Schools will provide services to homeless students. Homeless students are identified based on information from the Residency form and discussions with their parents. Transportation will be provided to the school of origin if possible. The school will work with the family to support the academic achievement progress of the student through the school counselor, parental involvement facilitator, peer buddy, school nurse, and other student support team members. The school will make sure the parents have assistance in completing a free/reduced lunch form application although it is not necessary to receive free meals. Title I funds may be used to purchase school supplies or pay fees for students. Homeless students may enroll without proof of residency. Community agencies will be contacted to assist the family with physical needs and the school's partners will be contacted to assist with job placement opportunities. County agencies will assist the family unit in achieving permanent shelter arrangements.

**12. 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**

To assist students and parents in the transition process from preschool to kindergarten, parents and students will be invited to an orientation in the spring at each school. A written list of suggestions, proficiency levels of academic standards and curriculum, and the registration process will be distributed. Students and parents will be provided a tour of the school to acclimate them to the facilities. All students from area preschools and Head Start programs will be invited to visit the school for an on-site orientation during the current school year and encouraged to register for the upcoming year.

Tallapoosa County had its first Pre-K program in 2014-15 serving children in the Reeltown High School district. The program was funded with Title I and Office of School Readiness (OSR) funds. The program served 18 four-year-old students. For the 2015-16 year Reeltown High School and Dadeville Elementary both had an OSR-funded Pre-K program serving a total of 36 four-year-olds. The program was supplemented with Title II and Title V funds. Horseshoe Bend had a Pre-K program for the 2016-2017 school year, serving 18 students. Dadeville Elementary added a second Pre-K class for 2017-18 for 18 more students. In 2024-2025, Tallapoosa County continued to support 5 Pre-K classrooms. In 2025-2026, an additional Pre-K Classroom will be added at HBS, bringing the total number for the district to six classrooms, which will support the needs of up to 108 students. All six Pre-K classrooms are primarily funded with grant funds from the Office of School Readiness. The lead teachers' salaries at RES and HBS are supplemented with the schools' Title I funds. Title II funds are used to provide professional development and Title V funds are used to provide supplies.

In the spring Pre-K students visit K grade classrooms to meet teachers for the next year. Kindergarten students visit 1st-grade classes and complete activities with the teacher and students.

In the fall, orientations are held by administrators to inform all students and parents of school rules, expectations, consequences, policies, and proficiency levels of academic standards and curriculum.

**13. Sec. 1112(b)(9)**

**Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.**

There are no targeted assistance programs at this time in Tallapoosa County. If there is ever a need for targeted assistance programs, Tallapoosa County Schools would assure that targeted-assistance schools provide various programs to their identified students. Counseling services and general pupil services are required. High schools would include college and career awareness opportunities as well as career/technical programs. Extended day programs (before and after school) would be provided as well as summer enrichment, tutorial programs and possibly a summer Pre-K program. Enrichment programs would be provided in second grade. Software programs would be provided for integration into the curriculum and community education programs. Student and staff recognition programs are currently implemented as well as partnerships with various community programs, institutions, and businesses.

**14. 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.**



Sixth-grade students who will be entering grade 7 at DHS, RHS, and HBS (6<sup>th</sup> graders moving to 7<sup>th</sup>) will attend an orientation with high school principals and counselors. Students and parents are informed of school rules, some procedures, consequences for misbehavior, academic standards, proficiencies, and expectations. Students entering grade 9 also have an orientation meeting with counselors and principals. Parents are encouraged to attend the orientation to develop 4-year plans and schedules for every student. Students are allowed to pursue career interest inventories (Kuder). The results are used to develop the 4-year plan, which is a working document that is used to guide the development of schedules each year ensuring successful completion of high school. The Tallapoosa County Career Technical Center works closely with businesses to ensure credentialing for students of programs offered at the CTC. The credentials earned ensure jobs for students leaving the program.

**15. 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.**

Students entering grade 9 have an orientation meeting with counselors and principals. Parents are encouraged to attend the orientation to develop 4-year plans and schedules for every student. Students are allowed to pursue career interest inventories (Kuder). The results are used to develop the 4-year plan, which is a working document that is used to guide the development of schedules each year ensuring successful completion of high school. The Tallapoosa County Career Technical Center works closely with businesses to ensure credentialing for students of programs offered at the CTC. The credentials earned ensure jobs for students leaving the program. One of the high schools offers AP classes for students wishing to excel academically and jump-start college opportunities. AP classes are offered in all core subject areas, with multiple classes offered in math, science, and English. All high schools offer electives to meet student interests. Dual enrollment is offered at all three high schools and the technical center. With dual enrollment, students are allowed to participate in college courses on the college campus while enrolled in the district high school. Some of the high schools have college teachers who teach on the high school campus to meet the needs of the large number wishing to participate in dual enrollment programs.

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

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

All schools use BASE, an evidence-based Social Emotional Learning platform. This program meets the standards and core competencies of MTSS (Multi-Tiered System of Supports), PBIS (Positive Behavioral Intervention and Supports), and CASEL (the Collaborative for Academic, Social, and Emotional Learning). Each school has an in-school intervention program (ISI) where students are assigned for minor discipline problems. In addition, each school utilizes a classroom pre-referral form to communicate behavioral concerns with students and parents as a preventative measure prior to ISI assignment.

Due to mental health issues contributing to discipline problems, a major emphasis has been put on the mental health of our students. We have counselors at each school as well as a district mental health counselor. Two therapy dogs are also employed to assist both staff and students throughout the district. In partnership with Service Dogs of Alabama (SDA), these dogs are trained for intervention tasks and to work with multiple people. They are chosen for this particular training when their personalities are confident enough to work off-leash without direction.

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

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

The high school counselors and career technical education teachers work collaboratively with students to assist them with selecting post-secondary institutions and jobs in the workforce. All students begin developing their Four Year Plans in the eighth grade, and the plan is adjusted as needed throughout their high school years. The high school counselors and career coaches organize and conduct an annual Career Fair for all high school students. The counselors arrange for high school students to visit local post-secondary institutions. Also, career technical education teachers offer credentials through their programs that assist students in obtaining a job after high school and enrolling in a specific program in a post-secondary institution. In addition, career coaches work with K-12 students helping build career awareness with elementary students, career exploration with middle school students, and career preparation with high school students. Career coaches help each student realize that education equals opportunity, understand how to capitalize on those opportunities, and how to create their own paths to achieve individual career goals.

**18. 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 career technical education teachers at the middle and high school work closely with their advisory council members (i.e., business and industry representatives that match their programs) to ensure students are obtaining the skills needed for the workplace. Every three years, these teachers administer a survey to their advisory council members and other businesses in the community to obtain data on the skills needed in the workplace. Business representatives are invited to present their trades to students during career preparedness classes and in career technical education classrooms. Also, career technical students present their program objectives and activities to business leaders during advisory council meetings. Cooperative education is offered to juniors and seniors. Through cooperative education, students are released early to report to their chosen job site. The cooperative education teacher and business representative monitor student performance in the workplace.

**19. 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.**

Second-grade students are screened for possible acceptance into the gifted program. Once selected students have the opportunity to continue in the gifted program through 6<sup>th</sup> grade. Students receive weekly instruction at the Career Technical Center and/or on each campus. Activities include project-based learning, field trips, special performances, etc. No federal money is used for the gifted program.

**20. 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.**

State funds are allocated to schools for library media programs. There are no Title funds used. School committees determine what and how these funds are spent. Each school has a media specialist. Programs at each school may vary based on grade configuration and school needs or goals. However, all media centers provide equal access to information in the center; all media specialists provide supplementary resources as requested by staff; media specialists provide integration of information skills instruction with classroom activities; media programs strive to motivate students to enjoy literature and other literary resources, and media centers provide access to use of current technologies to improve instructional programs. The district has recently updated its infrastructure capabilities with the use of eRate funds. With this integration, the district now has the capacity to support a wide variety of technology instructional tools. Through the district's Technology One-to-One Initiative, Chromebooks are available for all students in grades K-12. Professional development for staff has been provided as needed through local funds.

**21. 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).**

The Tallapoosa County School District will involve parents in accordance with the development of the LEA Parent & Family Engagement Plan under section 1112 of the ESEA, as amended by the *Every Student Succeed Act* (ESSA) of 2015 by involving parents to:

- Serve on the LEA Title I Advisory Committee and provide suggestions/revisions on the LEA Parent & Family Engagement Plan and the District Consolidated Plan on an annual basis.
- Participate in the development of each school's Alabama Continuous Improvement Plan (ACIP).
- Serve on school's ACIP committees

In addition, each school will notify parents & families of the date of the Annual Title I Meeting and invite parents & family members to attend. Schools will also host Open House, and Parent & Family Workshops, and involve parents using suggestions from Parent Surveys.

**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.**

The District will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance by inviting members of the community and workforce development partners to become a committee and advisory members for planning safety at the schools, the curriculum at the Career Tech Center and high school CTC programs, development of technology plans, Data Governance planning and implementation, school CIP committees and the Title I Advisory Committee. Parents are encouraged to access the home portal for PowerSchool SIS, school websites, district websites, and social media platforms for information related to the schools and district. Parents can also opt to receive information via phone call, email, and/or text message through Blackboard, a mass notification system. Each school develops a parent engagement plan with the input of parents and community members.

**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.**

The district's Mission is to ensure every student graduates prepared for success in college, career, and citizenship. The district recognizes that the PUBLIC must become partners with the schools for students to be successful.

The district assists in coordinating and integrating parent and family engagement strategies with other relevant federal, state, and local laws and programs by:

- Review each school's CIP and giving technical assistance in the development of each.
- Encouraging schools to use parent engagement funds to provide a school parent engagement facilitator to work closely with the principal and other parents in planning meaningful parent engagement activities.
- Provide resources for parent engagement and building capacity of parents.
- Implement parent engagement activities, 3 or more per year at each school. This will involve parents and build the capacity for parents to assist in student success in school.

**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 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)**

Tallapoosa County Schools recognizes families as an integral component of the PUBLIC in public schools and strives diligently to involve parents and families. The district conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement plan and uses the data to design/revise engagement activities and to identify barriers to greater participation by parents in parental involvement activities. Each spring the District distributes the Title I parent surveys to parents (via the COGNIA platform). The results are analyzed and used by each school and the LEA in evaluating its parent engagement effectiveness. The results are also used by the school and LEA for revising the parent engagement plan. This includes identifying the needs of the parents and family members and addressing those needs to the greatest extent possible. Also, the district provides translated documents to parents when needed.

- E. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers**

Communication with parents and family members is crucial for each student's education as is building capacity with parents to ensure student success. The school district will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described:

- Inviting parents to serve on each school's CIP committee and assist in the development of the school plans
- Conduct Title I Advisory Committee meetings to develop/revise and review the LEA Consolidated Plan which includes the LEA Parent Engagement Plan.
- Ensure that each Title I school conducts an Annual Title I Meeting with parents. At this meeting, principals will discuss:
  - the State's academic content standards,
  - the State's student academic achievement standards,

- the State and local academic assessments including alternate assessments,
- how to monitor their child's progress, and
- how to work with educators:
- to provide opportunities for parents to meet with teachers/counselors to discuss their child's state assessment results.
- develop the school's parent engagement plan.

The district parent involvement committee meets annually to discuss, review and assess the parent involvement plan, each schools ACIP, and the Parent/Teacher/Student Compact. The parent coordinators at the schools are liaisons between the schools and the district central office. Using this feedback as well as the results from the parent surveys, specific personnel analyze the information at the school level and then at the district level. Schools will use their data in revisions to their school plans and the district will take action to ensure the information related to the school and parent programs, meetings, and other activities, is sent to the parents and addresses needs that have been identified.

#### **F. strategies to support successful school and family interactions**

The annual evaluation of the effectiveness of parent and family engagement is analyzed each year. The parent engagement committee meets to discuss ways to involve parents/families through school and family interactions. This will vary from school to school based on need. Plans/activities are amended based on the evaluation each year, solutions are recommended, and decisions are made that consider available resources and capabilities. The following describes ways parents/families have been encouraged to become involved in their child(ren)s education.

The school district, with the assistance of individual schools, will provide materials and training to help parents work with their children to improve academic achievement, and use technology, as appropriate, to foster parental involvement.

- The parent facilitator, with guidance from school administrators and staff, will plan activities to ensure parents have information to improve students' learning and ensure school success.
- Schools will have Family Night events encouraging parents to participate in reading and math activities with their children.
- School representatives will explain to parents how the school plans to spend the allocated portion of parent involvement money to be received.
- Parents will be encouraged to participate in parent-teacher conferences.
- Resources for parents to use at home will be shared.
- Information to parents will be distributed in a language they can understand through the use of TransAct or other translation services.

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

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

The district will use the findings from the annual parent survey to provide opportunities to give families regular communication about their children's activities and progress in their preferred language and way of communication, recognize families as assets in strengthening relationships with other families, conduct family literacy events that embrace evidence-based strategies, share data, learning frameworks, and best practices with families to reinforce high expectations for

program/school quality and success. Revisions recommended by the Parent Advisory Committee will be made and a copy will be sent to each committee member. Additional parent advisory committee meetings are held as needed to allow for further revisions and/or updates to the Parent Involvement Plan. Parent surveys will be utilized and surveys will be sent in the language the parents can best understand and communicate.

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

- H. 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.**

The Tallapoosa County Board of Education agrees to implement the following statutory requirements: The school district will put into operation programs, activities and procedures for the engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children. Consistent with section 1118, the school district will work with its schools to ensure that the required school- level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. The school district will incorporate this district-wide parental involvement policy into its Local Education Agency (LEA) plan developed under section 1112 of the ESEA. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education. The school district will involve the parents of children served in Title I Part A schools in decisions about how the one percent (1%) of Title I, Part A funds reserved for parental involvement are spent, and will ensure that not less than 90 percent (90%) of the one percent (1%) reserved goes directly to the schools. The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I-A schools will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate in decision-making and on advisory committees to assist in the education of their child; and the carrying out of other activities, such as those described in section 1118 of the ESEA. Each school will have committees composed of parents, administrators, paraprofessionals and students. These school support teams will assist schools in increasing student learning by composing a parent/family plan targeting students' needs.

The district will involve parents in the activities of the schools by:

- Inviting parents and community members to serve on the Title I Advisory Committee
- Schools will invite parents to serve on the school's CIP committees
- Planning engagement activities that meet the needs of each school's community

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:

- I. 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.**

The district will provide assistance to schools for training, and workshops for parents & families of children served by the system or school in understanding topics such as the following:

- State Academic Content Standards
- State Student Academic Achievement Standards
- State and Local Academic Assessments including Alternate Assessments
- Training on how to monitor their child's progress
- Workshops on how to work with educators
- Provide opportunities for parents to meet with teachers/counselors to discuss ways to assist their children academically

The district will encourage schools to provide opportunities for parents/families to become involved in the decision-making at the school level on how the parent & family engagement programs will be designed, implemented, assessed, and strengthened through meaningful consultation during the development of the CIP.

- J. 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.**

The school district, with the assistance of individual schools, will provide materials and training to help parents work with their children to improve academic achievement, and use technology, as appropriate, to foster parental involvement

- The parent facilitator, with guidance from the school administrators and staff, will plan activities to ensure parents have information to improve students' learning, ensure school success, and are aware of technology guidelines.
- Schools will have Parent Night events that promote parent participation in reading and math activities with their children.
- Parents, to the extent practicable, will exhibit an understanding of how the school plans to spend its portion of parent involvement money.
- Parents will be encouraged to participate in parent-teacher conferences.

- K. Describe how it will educate teachers, specialized instructional support personnel, principals, 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.**



The district will train school parent facilitators, teachers, administration and other school staff on ways to reach out to, communicate with, and work with parents as equal partners to build ties between parents and the school at the beginning of each school year. At new hire orientation and new teacher trainings, ways to effectively communicate with parents will be presented. Resources and information about various parent engagement topics will be provided to schools and parents (parent/teacher resources).

Each school will notify parents of the date and time of its Annual Title I Meeting and invite parents and families to attend. At the Meeting, schools will provide information about the school's participation in the Title I program, what it means to be a Title I schoolwide program, and the rights of parents under the Every Student Succeeds Act of 2015. The schools will conduct parent meetings throughout the year at flexible times meeting parents' needs.

**L. 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.**

The district will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The district and the schools will provide transition activities to children that will attend schools within the district who are currently attending Head Start and other preschool programs. The transition will include a site visit to the enrolling school when feasible.

**M. 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.**

The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language, the parents can understand:

- Notices will be sent to parents informing them of upcoming events through school newsletters, phone calls, parent conferences, emails, and monthly school calendars.
- When possible, information will be sent to parents in a language that parents can understand by using TRANSACT or other translation services.
- Phone translator (Language Link or MasterWord) when needed for conferences and communication.

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

The district will consider parent requests when providing reasonable support for parent engagement activities. School parent facilitators will solicit requests from parents and plan with building principals accordingly. Parents may submit requests directly to the principal. Parents are invited to participate on district and school committees at which times input from parents and community members is encouraged.

**O. 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.**

Training that emphasizes parents as equal partners in the education of their child will be provided to the staff. Parents will be involved through family engagement teams, ACIP, and planning of other parents and family engagement activities/nights. Feedback from parents will be used to identify areas of concern that need to be addressed at both the LEA and school level.

**P. 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.**

Tallapoosa County schools will provide necessary literacy training from funds received under Title I. These funds will only be used if all other reasonably available resources have been depleted.

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

Tallapoosa County Schools may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in important school-related meetings and training sessions.

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

Tallapoosa County Schools will train volunteers to work with other parents to help them better understand their school. Schools will recognize families as an asset and strengthen their relationship with families. Volunteers may reach out to churches and other parents to get them involved.

**S. 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.**

Tallapoosa County will encourage schools to arrange meetings at various times, provide transportation if necessary, or provide in-home conferences between teachers/educators if the parent is unable to attend in-person conferences at school. When possible technology, via video chat or other virtual methods, may be used to assist and communicate with parents and families who cannot come to the school to attend conferences.

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

Tallapoosa County Schools will seek out evidence-based programs for adopting and implementing model approaches to improving parent and family engagement. Schools without a 12th grade are required to submit to the Central Office no less than 2 parent engagement activities each semester.

**U. 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**

Tallapoosa County Schools will establish a parent advisory board composed of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served. The job of the board will be to develop, revise, and review the parent and family engagement policy. Parents and families will be invited to serve on the LEA Title I Advisory Council and provide suggestions for annual revisions of the LEA Parental Involvement Plan.

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

Tallapoosa County Schools will develop relationships with community-based organizations and businesses by providing opportunities for each to visit and volunteer with schools. Business partners will be given a chance to partner with schools for such events as Grandparents' Day, Veterans Day honors, Spirit Days, Red Ribbon Week, Homecoming activities, etc.

**Sec. 1116(f)**

**W. 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.**

Tallapoosa County Schools will make every effort to accommodate the needs of all parents and families. Tallapoosa County Schools will provide opportunities for full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. Notices of parent activities will be sent home by students, posted on school websites, and announced on School Cast. The schools and LEA will provide basic information and school reports in a format and to the extent practical, in a language that parents understand. Feedback from parent engagement evaluations will be used to revise the parent and family engagement policy using evidence-based strategies to promote more effective parental involvement. This will be communicated to parents in our district in a language/method to the extent practical.

**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 documentation (agendas and sign in sheets) of the Parent Advisory Committee meetings held February 16, 2024 and August 9, 2024.**

**The school district will distribute this policy to all parents of participating Title I, Part A children on or before November 15, 2025.**

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**PLAN APPROVED BY (Person or Entity)**

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**DATE OF APPROVAL**

## **PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION**

### **(1) INFORMATION FOR PARENTS-**

**(A) IN GENERAL.**—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:

**(i) Whether the student’s teacher—**

**(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction**

**(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and**

**(III) is teaching in the field of discipline of the certification of the teacher.**

**(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.**

**(B) ADDITIONAL INFORMATION.**—In addition to the information that parents may request under subparagraph(A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

**(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and**

**(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned**

## LEA CONSOLIDATED PLAN ASSURANCES

Each local educational agency plan shall provide assurances that the local educational agency will—

- (1) Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part.
- (2) Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services.
- (3) Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3)).
- (4) Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
- (5) Collaborate with the State or local child welfare agency to—
  - (A) Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency
  - (B) Not later than 1 year after the date of enactment of the *Every Student Succeeds Act*, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
    - (i) Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - (ii) Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
      - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - (II) the local educational agency agrees to pay for the cost of such transportation; or
      - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation

(6) Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

(7) In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).