

Chickasaw City (121) Public District - FY 2024 - Consolidated - Rev 1 - Improvement Planning

LEA Consolidated Plan

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

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

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

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

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

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

Chickasaw City School System acknowledges the need for screening, diagnosing, progress monitoring, and assessing the outcomes for students. Academic assessments are used to identify, place, diagnose, remediate, and advance students through the instructional program, and to identify students at risk of failing reading and/or math in elementary and the core subjects in secondary. The assessment data will be used not only to determine the success in meeting academic standards of all children served by the system and to provide valuable information to teachers, students, parents, and community concerning academic progress, but also to drive program evaluation, determine professional development, select appropriate learning strategies, and plan intervention. Student performance data is used to monitor student progress. STAR Assessment is used as a universal screener for pre-reading skills in grades k-6th, iReady is used for grades 7-8 and Horizon ACT is used for a screener assessment for 9th -11th. Through ARI, content literacy training continues to be provided at the

elementary grades. Additional academic data is gathered from ACCESS for our English Learners, ACAP for grades 2-8, ACAP Alternative for identified SPED students, Pre-ACT for 10th graders, ACT + Writing for our 11th graders, WorkKeys for our 12th graders, and classroom performance data.

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.

A variety of student data is utilized to identify students who are at risk for academic failure. In addition to assessment data and classroom performance data, attendance and discipline data are also monitored. Through implementation of MTSS, schools identify and monitor students at risk, use problem-solving and data-based decision making to provide evidence-based interventions and adjust the intensity of interventions based on the student's response. Positive Behavior Supports (PBS) is implemented in all schools and uses a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research validated practices and the environments in which teaching and learning occur. This model is consistent with MTSS principles. At Chickasaw City Schools, we have our own Mental Health Coordinator to help provide services and resources for identified students and school based mental health services are offered to students who are consumers of Alta Pointe. We are also in a partnership with the Mobile County District Attorney's office to provide resources through the Helping Families Initiative for identified families.

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.

The Chickasaw City School System will coordinate programs in order to provide students with the best resources and programs available. Services are coordinated and funds are integrated under the guidance of the Curriculum Coordinator, Director of Federal Programs, Special Education Coordinator, and the Technology Coordinator. Program directors/coordinators will work closely with local school administrators and advisory committees to align resources and programs for specific subgroups through team meetings, curriculum meetings, and periodic monitoring. Students identified as needing help in meeting the state standards will be provided with intervention during class time as well as supplemental Tier III instruction through research-based methodologies. Supplemental assistance for all students will also be provided through extended day, blended courses and tutoring activities. Additionally, summer school and summer literacy camp will be available to provide students the opportunity to recover standards that were not mastered during the regular school year, as well as those courses a student may have failed. Enrichment programs are offered after school and during the summer through our Tribe Time programs.

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.

In addition to differentiation of regular classroom instruction, Chickasaw City Schools will utilize the following strategies to strengthen academic programs and the learning environment:

- Monitor overall student well being - Monitoring student progress, including social and emotional well-being, on a regular basis also enables the teacher to analyze a student's current performance level, as well as evaluate growth throughout a school year.

- Educator Effectiveness -To provide professional learning and to promote educator equity, quality, and effectiveness which in turn will impact student achievement.
- Work to increase parent and family engagement -The effects of parental involvement on student achievement are clear: family involvement increases the likelihood that students will graduate, improve their grades, have better attendance, and go to college/post secondary training schools.
- PBIS strategies along with Safe and Civil Schools -PBIS shifts the major focus from reacting to inappropriate student behavior through the use of punishment to restructuring discipline systems to provide universal, targeted, and intensive supports that encourage positive social, emotional, and behavioral growth in all students.
- MTSS -MTSS will help students to obtain the appropriate instruction and interventions necessary to improve their academic progress. Additionally, by providing intervention in the early grades, MTSS may also prevent the inappropriate identification of students for special education services.
- Offer Pre-K programs to community 4 year olds -Access to quality preschool education increases test scores, decreases school failure and dropout, and can produce even longer term benefits such as reductions in crime and increases in earnings.
- Strategies through our Helping Families Initiative partnership with the Mobile County District Attorney -The DA's office partners with schools to recognize warning signs like unexcused absences and suspensions, and then conducts in-home assessments to identify root causes of dangerous behavior. An inter-agency team provides insight and information across multiple agencies to craft an individualized intervention plan for each family. Empowering families with resources and support helps students attend school consistently and behave in accordance with school policies.

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

Most teachers have met the qualifications for Alabama certification at the time of hiring. In some areas of instruction however, a teacher may be on an alternate path towards certification. Any out of field teacher has a plan to meet those qualifications and the plans are monitored by the principals and the curriculum coordinator. All paraprofessionals are properly qualified and have appropriate certifications when hired. Additionally, all new hires are assigned a mentor teacher to guide them with curriculum and instruction and all "new to teaching" teachers participate in the teacher mentoring program.

6. Sec. 1112(b)(3)

Describe how the LEA will assist comprehensive and targeted support schools with developing and monitoring school improvement plans. The LEA must include the process of rigorously reviewing external providers; aligning school improvement resources with other federal, state, and local resources; and, **as needed**, modifying practices and policies to provide operational flexibility for schools implementing plans. Section 1003(e)(1).

Will each comprehensive and targeted support school receive all the state and local funds it would have received in the absence of the school improvement funds? Section 1003(e)(2).

Chickasaw City Schools recognize that all of our schools are identified as needing comprehensive support, and will offer the following for schools:

- Provide technical assistance and support in developing pacing guides.
- Provide technical assistance and support in building collaboration among local educators to analyze standards and build capacity.
- Provide technical support in reviewing and rewriting program interventions.
- Provide fiscal assistance in placement priority of fully certified staff.

- Provide fiscal assistance in supplementary professional learning, continuous improvement planning and in the budgeting process.
- Provide technical assistance and support in modeling instructional best practices.

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).)

Chickasaw City Schools allocates Title I school funds based on the number of Direct Certification as of the 20-day count after Labor Day. The funds are distributed by a per pupil allocation. Currently, four schools in Chickasaw City School System receive Title I funds and operate schoolwide programs.

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

All Chickasaw City Schools will work each year under a continuous improvement plan, created in the Cognia platform, designed to improve student achievement. These plans are developed by a leadership team composed of teachers, administrators, parents, community stakeholders and students where

appropriate. Plans are created based on a comprehensive needs assessment, student assessment data, stakeholder surveys, and a variety of other data sources to identify areas of need and strength in the school. All stakeholders are involved in the ongoing review process, as well as the evaluation process at the end of each school year. Title I resources are used to supplement support for neglected or delinquent youth. Educators collaborate to ensure that duplication and fragmentation of services is eliminated. Chickasaw City School System works to prevent all barriers to enrollment of students who are transitioning from special facilities back into the schools, and has transition planning procedures in place for these situations.

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.).

Chickasaw City Schools operate Title I schoolwide programs; any homeless children would be provided equal services in all schools. Additionally, funds are set aside at the LEA level to provide for additional needs and to support these students. All schools have procedures in place to remove barriers to enrollment for students identified as homeless, such as lack of necessary documentation, to ensure continuity and stability in the child's education. In addition to the regular education program, these students may receive assistance through the regular school day as well as after school through tutoring programs. These services may also include guidance and counseling, social services, health, and nutrition support. Procedures for identifying homeless students are provided to the schools along with the name of the LEA contact person.

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

Chickasaw City Schools applied for and received an Office of School Readiness (OSR) grant for 4 preschool classrooms to be housed at the Chickasaw Early Learning Center. These school-based programs have a rigorous curriculum, and are designed to prepare students to transition to kindergarten with necessary skills. The OSR grant covers most of the costs for the teachers of the program and Chickasaw City Schools coordinates funds and services to cover the remaining costs.

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.

We do not have any targeted assistance schools. Our schools operate under a school wide program.

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.

Chickasaw City Schools work to effectively and smoothly transition students from the middle grades to high school through a variety of activities. Middle school students are exposed to career opportunities and institutions of higher learning through the Worlds of Opportunity event, school tours, business/industry guest speakers, and community partners. In addition, the high school counselor and middle school counselor work hand-in-hand to ensure a smooth transition between middle and high school. The high school partners with institutions of higher education and business/industry partners through the Career and Technical Education (CTE) Advisory Council. This council guides our programs including providing opportunities for our students. These opportunities consist of guest speakers, business/industry tours, higher education tours, dual enrollment, apprenticeships, and internships. The high school also hosts an annual Chieftain College and Career Conference for students and their families. Information about postsecondary institutions, FASFA, military options, and possible career choices is disseminated at this conference.

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.

The high school students in Chickasaw have access to academic and technical dual enrollment opportunities through Bishop State Community College, Coastal Alabama Community College and the Academy of Craft Training. These courses are offered both on the Chickasaw High School campus and at the colleges. Chickasaw City Schools provides transportation for students attending on the college campuses and Academy of Craft Training. Middle schools students and families participate in a family night to address the transition process to high school. All 8th grade students meet with their counselor to determine the best pathway of course selection and to review the results of the KUDER Career Exploration surveys. Each beginning of school year, the 9th grade students have an early orientation day to better prepare them for the high school transition.

14. Sec. 1112(b)(11)

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

Chickasaw City Schools will use all available resources and research-based strategies to provide assistance in reducing the amount of time students spend out of the classroom because of behavior and discipline issues. Each school utilizes Positive Behavior Intervention & Support and MTSS that is designed to support students who struggle with behavior as well as academics. The utilization of an alternative school setting for middle and high school grades also offers students the ability to continue with their schooling in a more appropriate setting if the regular school is unsuitable. Placement in the alternative setting is temporary, and all measures are taken to put students back into their regular school as quickly as possible.

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.

Chickasaw City School System is building relationships with postsecondary institutions, technical programs, local business/industry to ensure that the academic and career and technical education content that is offered to students will provide the skills necessary to enter the workforce in a productive manner.

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.

Chickasaw High School partners with institutions of higher education and employers through a variety of programs. Our career technical education programs and business/industry partnerships provide opportunities for our high school students to experience employment through apprenticeships and internships. The twelfth-grade students have the opportunity to be in the Ready to Work Course which teaches not only employability skills, but also earns them a Ready to Work Certification. With this certificate, students can obtain gainful employment upon graduation.

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.

Chickasaw City Schools follow the State of Alabama requirements of second grade Child Find activities throughout the school year. All other grades follow standard Child Find procedures for accepting gifted referrals. If a student passes screening and an individual evaluation is warranted, eligibility results will be considered to determine if gifted services will be provided according to requirements established by Alabama Administrative Code. The gifted specialist is in consultation with teachers of students in grades k – 2. Students in grades 3-6 receive pull-out gifted services. An advanced core curriculum class, an elective in a talent area, or counseling services for college and career preparation will be offered to gifted students in grades 7-12. We also offer identification, evaluation, and services to virtual students in grades 9-12.

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.

In an effort to improve our libraries across the system, all of our schools are encouraged to utilize their Title I funds to enhance their libraries annually. The Library Media Specialists have collaborative meetings with the Chief Academic Officer to address the following objectives:

- Strategies to promote reading
- Effective management of the Media Center Classroom
- Showcase the work of the media center to students, faculty and administration
- Participate in the school side professional development to discuss and analyze data
- Support teachers and students by sponsoring and/or assisting with activities that support intervention and/or acceleration

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).

The Director of Federal Programs schedules an annual meeting to involve parents in the joint development / revision of the LEA Plan for Parent Engagement. Elementary and High School administrators, each school's ACIP chair, parents, students the SPED coordinator, Curriculum Coordinator and the Superintendent are invited to attend the meeting. The Director of Federal Programs asks for their collaborative input on each item stated in the plan. The Parent Engagement Plan includes the following activities:

- Conduct grade level meetings
- Conduct parent conferences
- Conduct Annual Title I Meeting
- Survey parents of their needs and offer training to meet those needs'
- Conduct faculty meetings to discuss ways to effectively communicate with parents
- Contact parents through email phone, newsletters, and the website / social media

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.

Chickasaw City Schools will conduct parent in-services that assist parents in utilizing available web resources (i.e., Chickasaw websites and PowerSchools Home Portal and conduct parent conferences to review each child's test data/classroom performance. Chickasaw Schools will provide resource guides to assist in the development of plans; training will be offered to school leaders, to include administrators, faculty, and parents; suggested timelines will be established to assist schools in effective planning; and outlines of necessary documentation will be provided to local schools to assist with the implementation and monitoring of the school's program. Regular parent meetings will be conducted (i.e. PTO). Parents will be encouraged to be involved and support learners at home by "training" on state content standards and strategies. Funding will be provided to each Title I school (90% of the 1% reservation of Title I, Part A funds) to support the development and distribution of the district's written parental and family engagement policy in addition to parental and family engagement activities included in the parental and family engagement policy and/or improvement plan.

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.

Chickasaw City School System will coordinate and integrate parental involvement strategies under the following programs:
Head Start and Summer Speech Therapy program by speech teacher working in conjunction with Chickasaw City Schools
Pre-K program to provide services to parents and children of pre-school who live in Chickasaw.

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)

Parent surveys, needs assessment data and parent advisory committee meetings conducted at the local schools will help provide data to identify barriers to participation by parent and families of all students. Special efforts will be given to reach targeted populations. TransAct and/or interpreters will be utilized in communicating with non-English speaking parents.

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

Based on data collected, appropriate resources will be provided for parents regarding ways they may assist in their child's learning and how best to engage with school staff. Individual schools will also reach out to parents regularly through social media and local businesses to disseminate information.

(iii) strategies to support successful school and family interactions

Community partnerships where parents and families frequent (grocery and convenience stores, local restaurants, etc.) will be recruited to house specific information for the local schools in their area. From these locations, parents and families will be able to access information regularly regarding their child's education, how they can interact with the schools, and other important information. Additionally, school information will be posted on the System's website, social media outlets, and in take home folders.

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

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

The evaluation of the existing barriers to involvement, the needs of parents and families to assist their child's learning, and what strategies are needed to support successful interactions will result in the revision of, or designing of new strategies and policies. The goal of the revisions/developed strategies would be to address the root causes of these issues and foster more effective and meaningful engagement with parents and families. A Chickasaw City Schools representative group will disaggregate and examine findings from the survey administration in the spring. These data will be used to design and/or revise the district Parent and Family Engagement policy, as well as, evidence-based strategies for improvement.

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.

The LEA will develop a parent and family engagement plan that will include input from all stakeholders, teachers, administrators, students, community members, and parents. The Federal Programs Advisory Committee and members of the Parent Advisory Committee from each school will provide meaningful input in to the policy of the The Chickasaw City Schools System and its schools.

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.

The LEA will provide support, materials and technical assistance to all schools to ensure appropriate resources, information and training is available to all parents and families through each of the local schools. The Chickasaw City Schools will help in understanding topics such as the following:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A

These topics will be addressed through an annual meeting conducted at each school within the first month of the school year; by providing informational packets to parents; through periodic teacher-parent conferences; and assuring that School-Parent Compacts are in place and in use. Materials will be developed such that they are in a language and format that parents of varying English skills may understand them.

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.

The LEA will provide support, materials and technical assistance to all schools to ensure appropriate resources, information and training is available to all parents and families through each of the local schools. Parents will have opportunities to participate in their child's reading and writing development through materials provided by both the district and school levels all year-long. Materials and training will be provided to families through Curriculum materials/grade level expectations provided to families at Open House, Parent Visitation Day, conferences, and the Annual Title I meetings and provide access to tools and resources necessary for school faculty to engage parents in their children's education.

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.

The LEA will provide opportunities and materials to educate all school staff and leadership on the value and utility of meaningful engagement. Additionally, the LEA will provide support and assistance for local schools to provide focused, needs-based professional development on an ongoing basis. CCSS is committed to providing continual professional development in the areas of conferencing, communication, and relationship development skills; sharing strategies that work from one school site to another; supporting PTA activities; and fostering an atmosphere of importance related to the welcoming and encouragement of parent involvement in the local schools, community meetings to engage parents in our strategic plan. Parenting Day is in October where we will actively engage parents and families in their child's education.

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.

Chickasaw City Schools will ensure that parent and family engagement activities are incorporated into all relevant programs, including (but not limited to), EL, and Pre-K programs. Schools will integrate parent involvement programs and activities with other Federal, State, and local programs in order to encourage and support parents in more fully participating in the education of their children by the following:

- Seeking out and assisting with the connections between agency programs with that of the schools within the Chickasaw City School System
- Assist with the development of effective communication systems
- Integrate parent involvement activities with Pre-K programs
- Distribution of educational resources for Kindergarten preparation

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.

The LEA will provide support, materials and technical assistance to all schools to ensure appropriate resources, information and training is available to all parents and families through each of the local schools. TransAct and interpreters will be utilized to assist parents who do not understand English.

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

The LEA will provide support, materials and technical assistance to all schools to ensure appropriate resources, information and training is available to all parents and families through each of the local schools.

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.

Chickasaw City Schools will convene a Federal Programs Advisory Committee which will have parents as members. Each local school will also have an ACIP Committee, which will have parents as members. These committees will be consulted to determine action steps for the upcoming school year with regards to the development of training for school staff. This committee will also be involved in the evaluation of this training at the end of the school year.

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.

Chickasaw City Schools will utilize funding from this part for literacy training for parents as needed if local fund sources, along with any other reasonable sources, have been exhausted.

O. 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.

Each year, Chickasaw City Schools utilizes a portion of its parent and family engagement set-aside for materials, supplies, and resources for local schools and parents. These funds can be used to assist with transportation and other barriers to participation for parents and families.

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

Chickasaw City Schools allocates Title I school funds based on the number of Direct Certification as of the 20-day count after Labor Day. The funds are distributed by a per pupil allocation. Currently, all three schools in Chickasaw City School System receive Title I funds and operate schoolwide programs.

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.

Chickasaw City Schools will work to maximize parental involvement. The following will ensure maximum participation in school events:

Teachers will send home newsletters via email and /or paper.

School administrators will send home monthly newsletters.

Teachers will conduct conferences with parents via face to face or phone.

Schools will survey parents of needs and offer trainings.

TransAct and/or interpreters will be used to communicate with non-English speaking families.

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

Chickasaw City Schools operates under a collaborative model of parent and family engagement. The system and individual schools will work with families to accomplish a common mission for children's educational success. There is collaboration among parents, educators, and community members. Collaboration occurs through two-way communication, recognizing parents' strengths, and solving problems together. The district and individual schools are open to exploring new policies, practices, relationships, and attitudes that foster partnering for children's school success.

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.

A Federal Programs Advisory Committee is in place in Chickasaw Schools, which includes parents and community stakeholders. One of the tasks of this committee is to advise the LEA on parent and family engagement issues.

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

Chickasaw City Schools will foster community partnerships this school year in an effort to reach more parents in the community. Resources and information from all schools will be available in several locations throughout the community, in high-traffic areas, to reach as many parents and families as possible.

Sec. 1116(f)

U. Describe how the Local Education Agency will 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

The notifications and information sent home to the parents and families in Chickasaw will be provided in a format and language that parents can understand. Translated documents can be obtained from the TransAct system. Interpreters can also be provided for parents as needed.

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

Advisory Minutes and Signed LEA PLAN being Board approved and posted for stakeholder viewing.


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

10/01/2023 

PLAN APPROVED BY (Person or Entity)

David Wofford, Superintendent and the CCSS Board of Education

DATE OF APPROVAL

09/12/2023 

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

Assurances

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) by 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))