



Tarrant Elementary School Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

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Tarrant Elementary School
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Table of Contents

Instructions	3
2024-2025 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	12
Parent and Family Engagement	13
Coordination of Resources - Comprehensive Budget	20
eProve™ strategies: Goals & Plans	21
Attachment Summary	22

Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.

2024-2025 Title I Schoolwide Diagnostic for ACIP

Component 1: Comprehensive Needs Assessment (Sec. 1114(b)(6))

1. How was the comprehensive needs assessment conducted?

Multiple stakeholders were offered the opportunity to provide input into the plan. A cross-section of teachers, both Building Leadership Team (BLT) and non- Building Leadership Team, new and experienced Tarrant City School teachers, parents, and additional stakeholders provided feedback and adjustments we need to look into. Teachers and staff disaggregated assessment data (ACAP, I-Ready, MClass, etc.), survey data (parent, student, and staff), teacher evaluations, English Language Learner progress, and school demographic information. The team also reviewed discipline and attendance data from the 2023-2024 school year. The results were shared with school faculty, staff, and parents that were asked for their input as well.

2. What were the results of the comprehensive needs assessment?

Tarrant Elementary School uses a variety of instruments in order to assess and gain knowledge of student's needs. A baseline test (beginning of the year benchmark) is given to all students in August or early September. The students are evaluated using the I-Ready assessment for Reading and Mathematics and MClass(formerly DIBELS) for reading. The RTI framework is based on formative assessments, benchmark screenings, classroom performance and assessments, and teacher observations. Regular Professional Learning Communities (PLCs), provide additional support and research-based strategies monthly for both instructional needs based on data collection and teacher/ student needs. Grade Level, Data, and Problem Solving Team meetings take place monthly to track and support student needs. The comprehensive needs assessment shows that both Reading and Math are areas of weakness for Tarrant Elementary School through data justified from I- Ready Reading and Mathematics assessments and the DIBELS assessment. The deficit is also easily determined from the number of students Proficient, Sufficient, and below the cut score on the ACAP assessment for the 23-24 school year.

3. What conclusions were drawn from the results?

Based on the results of the Needs Assessment, the professional development and PLCs at Tarrant Elementary revolve around intentional tiered instruction, adjusting and strengthening Tier 1 instruction for all students, engagement strategies, quality, and appropriate standards based assessment-common assessments, standards based planning, trauma based behavioral support, and data driven instruction. Tier I instruction professional learning and strategies will help to refocus and strengthen Tier I instruction, as well as strategies and ideas shared in monthly PLCs and meetings. A universal progress monitoring assessment will be used to actively gauge student growth in specific areas that are deficits for all students K-2nd grade in the area of reading and math screeners and intentional data tracking will take place regularly to track mathematics growth. Data will be disaggregated often

through data meetings, grade level meetings, or PLCs- to determine next steps and the needs of individual students and classes. Teachers would benefit from continued training and support strategies that align with the 2021 Alabama English Language Arts Course of Study and 2019 Mathematics Course of Study, in order to implement successfully and to fidelity as required by the Alabama Numeracy Act(ANA) and the Alabama Literacy Act(ALA), Professional development in bite sized pieces and interactive and data driven PLCs will be offered throughout the year. Monday afternoons will also be restructured to provide, in addition, time to work as a school team based on all the aforementioned information.

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Based on our demographic make-up and student needs, teachers and staff need additional training on strategies for differentiated instruction, supporting English Language Learning students, proper scaffolding, classroom management, trauma based student support, tiered instructional strategies, and small group instruction.

5. How are the school goals connected to priority needs and the needs assessment?

We established Tarrant Elementary's goals for the 2024-2025 school year based on the 2024-2024 end of year data and Tarrant Elementary's beginning of the year data from our benchmark assessments (Iready Math and Reading and MClass), as well as feedback from surveys from parents, teachers, and staff. Tarrant Elementary's goals focused on areas identified in the needs assessment like: Reading, Math, Attendance, and perceived feedback from surveys. The areas of need were determined based on weaknesses identified by multiple forms of data, both formative and summative.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

Tarrant Elementary used multiple data sources to establish the specific needs outlined in the needs assessment and will continue to use multiple data points and sources to guide instruction to enhance student achievement.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Tarrant Elementary established the goals based on current data and the commitment to educate every child. Tarrant Elementary has extensive training in Tier 1 instructional strategies and methods in place to address all learners, and intensive- as well as inclusive methods in place to address our struggling learners, and students receiving Tier II and Tier III instruction and interventions.

Component 2: Schoolwide Reform Strategies (Sec. 1114 (7)(A)(i)(ii)(iii)(I)(II)(III)(IV)(V))

1. Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

At Tarrant Elementary School implements explicit instruction throughout each grade level, using the Gradual Release of Responsibility (GRR), uninterrupted, intentional Math and Reading blocks, in house PLCs and professional development, in house academic coaching, and external coaching. We also use computer programs, such as: Starfall, IXL, Xtra Math, Epic, Envisions, Open Court, Off2Class, Language for Learning, Ellevation, Accelerated Reader, Scholastic News, Brain Pop, iReady, PebbleGo (English and Spanish), and Capstone Library, to support instruction. Tarrant Elementary also monitors student achievement by using MClass, weekly common Reading and Mathematics assessments, and iReady assessments and assignments. Tarrant Elementary School utilizes the following curriculums: Phonics First, Heggerty, OpenCourt, Envisions, and IReady. The 2024-2025 daily classroom schedule was clearly defined and shared with each grade level to ensure appropriate amounts of time are provided for all Tiers of instruction, Math and Reading blocks, as well as intervention. Conversations, suggestions, and adjustments were discussed and data was used to make any adjustments. The Math coach and Alabama Reading Initiative (ARI) Literacy Specialist were instrumental in the development and implementation of the Math and Reading Curriculum Maps and Pacing guides- which help teachers to stay on target to complete the teaching and learning of all standards over the course of the school year. Teachers spent time during the summer planning and working to enhance the curriculum maps and pre plan for the upcoming school year.

2. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include**—

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem

behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Tarrant Elementary School has a partnership with Eastside Mental Health to provide counseling to students in need of more intensive counseling services that cannot be provided by the school counselor. Students have the opportunity to interact daily with Rhithm, an online social emotional check in, to help better support student's needs. Students who are flagged based on their answers automatically send alerts to the counselor and administration so that an immediate check in can occur.

Tarrant Elementary School's Problem Solving Team (PST) meets monthly to address students with needs in the following areas: Reading, Math, and Behavior (and attendance). Once identified by the classroom teacher, the team discusses strategies and allocations of resources to best support the students. Resources such as intervention, accommodations, and scaffolding based on individual needs, iReady data, MClass progress monitoring, reading and mathematics progress monitoring, tutoring, and the implementation of behavior strategies and supports.

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day.**

After school tutoring is offered for students identified by teachers in need for extra assistance or those required by the Alabama Literacy Act, who have a Student Response to Intervention Plan (SRIP). This opportunity provides students with extra support in areas of struggle, especially with literacy-through a very structured and specific intense intervention. The use and opportunity of use of digital programs that can be accessed by students are: Epic, IReady, Starfall, AMIRA, etc.. Tarrant Elementary School also hosts Parent Nights and parent conferences for parents to attend and learn strategies, activities, and ways parents can help continue the same learning strategies- outside of the school building.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Tarrant Elementary School utilizes small group instruction. Intervention is provided in the areas of Math and Reading for students who are on PST, as well as students with an IEP or IELP. Students with IEPs and IELPs are provided accommodations in accordance with their individual plans. Tarrant Elementary also houses translators on campus, one EL teacher and a bilingual paraprofessional, and reading pens that students can use (Penpals), and pocket translator machines.

5. Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

All English Language Learning parents receive communications home from the school in a language that is understandable (their native language marked on the home language survey). The EL teachers, paraprofessional, and translators will hold a collaborative parent meeting at the end of each nine weeks to discuss student progress and goals and answer any questions about services provided or IELP. Also, any notes, information, or flyers are provided in multilingual opportunities.

6. What is the school's teacher turnover rate for this school year?

At Tarrant Elementary School, sixty-eight percent of teachers returned for the 2024/2025 school year. The turnover rate was thirty-two percent.

7. What is the experience level of key teaching and learning personnel?

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

The turnover rate is not extremely high at this point in time, but Tarrant Elementary School and Tarrant City Schools have a mentor-mentee program for new teachers that is designed to help novice teachers and teachers new to Tarrant Elementary School. This program is designed as a support and to help grow and maintain new teachers. Professional development and Professional Learning Communities are implemented throughout the school year to provide teachers with continuous improvement opportunities.

9. Describe how data is used from academic assessments to determine professional development.

Tarrant Elementary School analyzes employee surveys and student data to determine areas of improvement. Teacher input is also utilized in making decisions about Professional Development. Tarrant Elementary School academic coaches and Administrators ask teachers areas they need support and development. Tarrant Elementary school also conducts data meetings on classroom and grade level data, grade level meetings, and individual data meetings and rounding opportunities for all teachers. PLCs based off data trends school wide are conducted monthly.

10. Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Tarrant Elementary School provides turnaround training to its faculty and staff for the following professional development opportunities: ACAP Testing Training, ACCESS testing training, Engagement strategies and Tiered learning, Phonics First, iReady, AMSTI Teacher training for Math and Science, Foundations, CHAMPS, Alabama Reading Initiative, In-house PLCs, Heggerty Phonemic Awareness training, Open Court, Envisions, LETRS, LETRS consultations, trauma-informed behavior training, MANDT, and Early Year's Assessment training for Kindergarten teachers, administrators, and special education teachers.

11. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New teachers are assigned an experienced teacher at Tarrant Elementary School as a mentor. New teachers are also required to participate in district new teacher orientation meetings. We also hold New Teacher Orientation for newly hired teachers in our district. This helps to teach them the ins and outs (ways) of Tarrant City Schools. We also provide Math and Literacy coaching for all teachers at Tarrant Elementary School.

12. Describe how all professional development is “sustained and ongoing.”

At Tarrant Elementary School PLCs are held and cover a vast array of topics that focus on instructional practices that can best impact instruction as well as student work samples. Discussions about student work samples are continual. Tarrant Elementary School also maintains monthly faculty meetings with embedded professional development focused on the specific needs of our staff. Additional plans are added as other data indicates a need. The district adopts a professional learning focus based on this analysis. The professional learning is focused on high impact instruction, formative assessment and feedback, and implementation of the Alabama Courses of Study- as well as data driven instruction.

Teachers form a community of learning, working together to improve their practice and student learning. Follow-up and monitoring of professional development at Tarrant Elementary School occurs in the following ways: surveys, walkthroughs, grade level meetings, ACIP reviews, reflections, ongoing regional, district, and local support, and instructional coaching. Teacher professional learning plans (PLP from Teacher Effectiveness) ensure that professional development is ongoing and focused on the needs of teachers at Tarrant Elementary School.

13. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/ work force.

Tarrant Elementary has the unique opportunity of housing two Child Care Resource Center Pre-K classes and one Alabama First Class Pre-K class, which helps to better prepare students for Kindergarten. In addition, Tarrant Elementary School hosts Kindergarten Camp each summer for incoming Kindergarten students. Kindergarten camp assists in getting students ready for their first year of school. Students in 2nd grade go on a field trip to the Intermediate School in the Spring. The purpose of this trip is to get students familiar and ready for their transition to 3rd grade and the daily operations of Tarrant Intermediate School. We also work together through vertical planning to try to ensure students are ready for their next step in their education, as well as to communicate needs and hopes for the incoming and leaving grade levels.

14. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

(N/A for Elementary Schools)

N/A

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

TES (Tarrant Elementary School) utilizes several forms of data to determine the effectiveness of the MClass, i-Ready Reading and Math assessments, and the ACAP Summative (for second grade only) as the summative assessment. The data gained is utilized to determine if a student is on the trajectory to meet annual academic goals. MClass is utilized as a progress monitoring tool at Tarrant Elementary School. Students are targeted for timely interventions based on data gained from this progress monitoring tool. ACCESS data is also utilized as an indicator of academic achievement for our EL population. Student work samples and common assessments are utilized in grade level and data meetings to facilitate discussions about academic achievement and to aid in data based planning.

2. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

At Tarrant Elementary School, teachers, coaches, and administrators meet regularly to discuss data in data meetings and check students' overall progress. Student mastery is constantly being assessed by the number of students that have reached mastery of the standards and students who are struggling. Instruction is adjusted based on the data that is disaggregated and individual needs of students.

This is further supported by increased progress monitoring for students who demonstrate the highest needs. Students farthest from achieving the standards at mastery level are discussed at monthly PST (Problem Solving Team) meetings. Once a student is on the PST roster, the team discusses ways to assist the students in the areas of Reading, Math, and Behavior. Due to the Alabama Literacy Act, students who are deficient in two or more literacy areas as specified by the Alabama Literacy Act receive an SRIP (Student Response to Intervention Plan). Students who receive

an SRIP also receive support focused on their highest deficit area and are pulled for Tier 2 and Tier 3 intervention opportunities. Tutoring will also be offered for students with SRIPs.

3. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Mid-year revisions are made based on data collected and reviewed through PST, progress monitoring, data meetings, and grade level meetings. Based on outcomes, the plan is revised and adjusted to increase student achievement and adapt to student needs supported by the multiple data sources.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V)(B))

NOTE: Not all schools receive all of the funding sources mentioned.

1. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Tarrant Elementary School consolidates/ coordinates the following State, Federal, and local funds: Title I, Title II, Title III, Title IV, IDEA, Career Tech, 21st Century, CNP, At-Risk, School Level Public, School Level Non-Public, District Level Public, County Commission, etc. to provided students with high quality learning environment.

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

Tarrant Elementary School coordinates and integrates Federal, State, and Local services to support the goals of the instructional program for students (academically, socially, and emotionally) through collaborations among all stakeholders that include: parents, community members, district administrators, teachers, students, and school level administrators.

ACIP Assurances

Instructions:

By responding to the questions attaching evidence where required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

☐ YES

☐ NO

☐ N/A

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A) (i)-(ii), Parents' Right-to-Know, are implemented systematically.

☒ YES

☐ NO

☐ N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

☒ YES

☐ NO

☐ N/A

Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

During the first grading period of the school year, Tarrant Elementary School holds an Annual Title I Parent Meeting to inform parents of the school's participation in Title I and present a Powerpoint explaining Title I requirements and parental rights. Parents are notified of the meeting in numerous ways. Notices are sent home in an appropriate language of all learners. The Title I presentation may be held in conjunction with the school's Open House in order to try to boost attendance (the meeting is clearly advertised as the Annual Title 1 Meeting so that parents understand they are going to learn about federal requirements). Topics discussed include, but aren't limited to: Title 1 Program services and parent's rights, accountability results, school curriculum and state content standards, school parent compacts, parent activities and resources (including 1% set aside for parenting), parent surveys, the district parental involvement policy. Tarrant Elementary School will comply with Parent's Right-to-Know provision of the Every Students Succeeds Acts of 2015. The Parent's Right-to-Know notice is distributed annually in the Parent Student Handbook / Code of Conduct. Tarrant City Schools has a procedure in place to disseminate the requested information to parents (i.e., Parent Night (Reading and Math), emails, parent conferences. School Status (our phone system), is used frequently to communicate with families.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

The staff at Tarrant Elementary School has a strong belief in the importance of parental involvement and therefore measures are in place to offer parent meetings on a flexible schedule. The Title 1 parent survey is given to parents for reflection, feedback, and planning for the coming year. The Studer Group Parent Survey is also given annually for additional feedback.

Meetings are held in multiple formats including whole groups, breakout sessions, focus groups, at school wide performances, and we also provide some virtual meetings too, etc. The schools in the district will communicate to ensure that meetings are not scheduled at the same time, so parents with multiple children may attend all school meetings. Meetings are scheduled during the school day and early evening. If the need arises, morning and lunch meetings may be held to the needs of Tarrant Elementary School parents. Parent resources are located in the front office and are accessible to families as needed or wanted.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Tarrant Elementary School believes in involving parents in all aspects of the Title 1 program. The school has active participants in the development and review of the plan. In addition, parents are given the opportunity to review the plan and offer input before the plan is approved each year. Parents are informed of their right to offer input at the annual meeting and this information is also included in school/ teacher newsletters. All parents are given surveys to help determine parental perceptions and needs and the results of the surveys are reviewed by the BLT (Building Leadership Team) team to determine activities, training, purchases for the school year with assistance from parents. The ACIP is reviewed and evaluated continuously throughout the school year with assistance from parents. In addition, parents have the opportunity each Spring to evaluate the parental involvement plan/ program of Tarrant Elementary School. The results are used to guide both the school and the district with decisions regarding parental involvement.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Tarrant Elementary School houses parent resources in the front office. The center is open during the school day and houses a variety of resources in English and Spanish. Parents have the opportunity to participate in Title 1 surveys each year to help determine the school's needs. The resources provided assist parents in helping their child be more successful in mastering the state academic content standards. Materials include learning activities that parents and children can do together to strengthen the home-school connection. Parents also provide input in both formal and informal meetings throughout the school year to assist in determining the appropriate materials to be purchased for the parent resource room. The surveys and focus groups aid in determining topics for parenting sessions/ workshops. Based on the survey findings and conversations with parents, Tarrant Elementary School will use their allotment of the 1% parental involvement set-aside to purchase parent communication services, parents education materials, newsletters, parent training supplies, and printing materials. Resources are utilized both at school and at home are IXL, i-Ready, and instructional materials at parent/family nights.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

During the first grading period of each school year, Tarrant Elementary will hold a meeting where information will be presented about the following: Title I programming, the curriculum used in the school, forms of academic assessments,

and achievement expectations. In addition, parents are informed about procedures for scheduling parent teacher conferences, and how they can participate in decisions related to the education of their child. Parents receive a copy of the parenting section of the ACIP (Strategies to Increase Parental and Family Engagement), as well as the LEA Title I Parental and Family Engagement Plan/ Policy, a summary of the ACIP and the One-Page Target. Parents are invited to visit their child's classroom(s) and meet the teacher(s). Teachers provide information about the subjects taught, how students are individually assessed, procedures, etc.

Tarrant Elementary School staff makes every effort to inform parents of assessment results in a language that is easy to understand. Educational terms are kept to a minimum and key information is provided. To the extent practicable, results are sent home in the language of the parent. An interpreter is available to explain results to parents, as well as for daily communication at Tarrant Elementary School. Assessment results are distributed in a variety of methods: parent reports from state mandated standardized tests, report cards, progress reports, weekly tests, i-Ready assessments, weekly newsletters, monthly school wide communication, emails, texts, calls through School Status, and parent meetings to explain the reports.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

It is the goal of Tarrant Elementary School to develop a strong partnership with our students' families. This relationship will be enhanced through our School-Parent Compacts. A School-Parent Compact is accessible on the Tarrant City Schools District website. The compact contains three sections: student, parent, and teacher.

The compact describes how students, parents, and teachers share responsibility for improved student academic achievement. The compacts are updated each year and customized for Tarrant Elementary School. Parents assist with the writing and revising the compacts annually. The compacts are signed during the registration process through our PowerSchool enrollment portal. The compacts are maintained in our PowerSchool Enrollment database as well as a hard copy. A copy of the Parent-Student compact will also be homed for students in their classroom.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Each year, Tarrant Elementary meets with the ACIP Team to review and evaluate the ACIP. There are parent representatives on the committee. Parents are informed that the plan is available for review. It states that the plan may be reviewed upon request to the principal. If a parent has a problem or concern with the ACIP, they may submit the concern to the principal.

The concern will be attached when the ACIP is submitted for approval by the Tarrant City Board of Education.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall 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, as appropriate, to foster parental involvement.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall 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, as appropriate, to foster parental involvement. Tarrant Elementary School's Building Leadership Team (BLT) works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Tarrant Elementary School provides resources for parents during parent conferences, Math and Reading Parent/ Family Nights, and as needed and requested. These resources are available in the front office and by parent request.

We also send home strategies for helping students with literacy, especially if they receive one. A variety of resources in Spanish and English are available for parents. The resources are designed to assist parents in helping their child meet the academic content standards set by the State. Other materials include learning activities that parents and children can do together that strengthen the home-school connection. Throughout the year, Tarrant Elementary School provides parenting sessions on topics determined by review of the parent survey results.

Topics include, but are not limited to: transition to Intermediate School, creating an academic environment, and working as a partner with your child's teacher, etc.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school 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.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Tarrant Elementary School will educate teachers, office personnel, and other school 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.

Tarrant Elementary School will continue to provide professional development in parental involvement with staff through in-service, faculty, and grade level meetings in understanding the importance of parental involvement and working as a partner with parents. The district intranet provides teachers with resources for building capacity for parents' involvement in their children's education. All staff members are expected to welcome parents to the school and work with them in meeting the needs of each child. Discussions include using a variety of methods to parents, such as: newsletters, telephone calls, texts, emails, notes home, and messages and calls through School Status.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal 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.

Tarrant Elementary School coordinates its parent involvement programs for all parents. Both English and Spanish speaking parents are involved in parenting activities. An interpreter, as well as a bilingual paraprofessional are available to

assist and support Spanish-speaking families with meeting their needs. Parent resources are available for parents to use at home to support the achievement of their children. Tarrant Elementary School currently has 120 students who are active and students. Title I works in conjunction with Title III to build parental capacity in order to foster student success. Tarrant Elementary School works to provide resources such as: Library (English/ Spanish) books, homework, I-pads and Chromebooks, hotspots, and newsletters in Spanish and English.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall 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.

Tarrant Elementary School makes every effort to inform all parents of meetings held at the school. Information about school meetings, activities, etc. is sent to parents in a language that they can understand. In addition, Tarrant Elementary School utilizes the services of translators to assist with written and verbal communications.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

Tarrant Elementary School makes every effort to accommodate the needs of all parents. In conjunction with the LEA, Tarrant Elementary School provides opportunities for full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. The school provides basic information and school reports in a format and to the extent practicable in a language that parents can understand (i.e. English/ Spanish newsletters, homework, and I-pads/ Chromebooks. Tarrant Elementary School currently has 120 active

students. Due to this being Tarrant Elementary's reality, most notices are sent to parents of these students in Spanish. In addition, the LEA makes the services of translators readily available to assist with teacher, parent, and student communications.

Tarrant Elementary has 0 migrant students. Tarrant Elementary is a handicapped accessible building. Tarrant Elementary makes every effort to honor parent requests as related to their involvement in their child's education. TES utilizes data and feedback from parent surveys to ensure we are making the best decisions and responding to feedback that parents provide. A conscious effort is made to accommodate all reasonable requests for support by faculty members.

7. Describe how the school will ensure the provision for 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. (See ESSA Sec. 1117(f))

Tarrant Elementary School makes every effort to accommodate the needs of all parents. In conjunction with the LEA, Tarrant Elementary School provides opportunities for full participation of parents with limited English proficiency, parents with disabilities, and parents of migrant students. The school provides basic information and school reports in a format and to the extent practicable in a language that parents can understand. Tarrant Elementary currently has 120 active EL students. Most notices are sent to these parents in Spanish. In addition, the Tarrant City School District makes the services of the translators available to assist with parental, teacher, and student communication. Through School Status, all teachers and administrators are able to send messages and broadcasts to families in their chosen home language. Tarrant Elementary is also a handicap accessible building.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

● **I have completed and uploaded the Coordination of Resources - Comprehensive Budget.**

○ I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

ATTACHMENTS

Attachment Name

 TES Coordination of Resources Comprehensive Budget 2024-2025 9.24.24


eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

☒ Yes

☐ No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 TES Coordination of Resources Comprehensive Budget 2024-2025 9.24.24		.