



Title I Schoolwide Diagnostic for ACIP _11132020_15:05

Title I Schoolwide Diagnostic for ACIP

Abbeville Elementary School

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United States of America

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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.

Title I Schoolwide Diagnostic for ACIP

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by the leadership team. We considered areas of academic needs of students, professional development and staff needs, hiring, retaining qualified teachers, principals and additional LEA needs. Areas were identified based upon data analysis of multiple sources.

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

The committee concluded the top four academic student needs were: reading, mathematics, , Language Arts/English, and achievement gap. The top four professional development needs were: implementing content standards, using data and assessments to improve learning, reading and math.

3. What conclusions were drawn from the results?

Our data determined the need to focus on increasing student achievement in reading and math. There is also a need to provide professional development for our teachers in order to improve student learning in these content areas. There is also a need to provide professional development for using data and assessments to improve student learning.

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

Our students will need to show growth in academic areas. We must continue to use strategies and best practices to improve school culture and student learning. Parent engagement is promoted and encouraged by providing parents with information regarding their child through daily communication folders, INow Parent Portal, progress reports, report cards, parent conferences via phone/Google Meet, Remind.

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

Our goals are to provide learning opportunities, facilitate open communication between stakeholders to promote involvement and commitment in the educational progress for our children at Abbeville Elementary. These goals are kept in focus as we address the needs of our children. The data gathered is used to address weaknesses in the areas identified.

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

The goals that are set for our children come from the needs that have been identified through family, faculty, and community using multiple data sources. Our focus is on student learning and increasing achievement levels for all children.

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

The goals of setting high expectations and student learning are for all of our children at AES. We work to make sure that all students are working on their standards and objectives in order to improve their present achievement level. The programs and resources that are used at AES are designed to address the needs of the students. Those who have been identified as disadvantaged and struggling with mastering grade-level skills have been assigned to specific programs such as Lexia, STAR, iReady, STRIDE, AR, Edmark, Scott Foresman, AMSTI, Heggerty, Sunday Systems and others to address deficiencies.

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.

AES faculty meets to analyze and discuss data that has been gathered through formal and informal assessments. In addition to the Reading Street Reading programs, students engage in Lexia, AR, STRIDE, and STAR. Regular monthly Rtl meetings are held and Special Education meeting are held every nine weeks to discuss the progress and/or needs of the students. AMSTI and ARI provide support for our faculty. Our gifted education teacher works with our general education teachers to compact and address the needs of our high ended learners. A behavioral specialist or social worker will address issues and needs to provide students with healthy options in dealing with social, emotional and/or academics challenges. We will have enrichment activity days to provide opportunities for STEM Legos building, arts, music, cooking, gardening, and sports. Talent Search through Wallace College. The Cultural Arts Center of Dothan provides monthly art lessons throughout the year to all of our students in kindergarten through sixth grades.

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.)

The following resources and practices are provided to address the needs of the students who are at risk of not meeting the academics standards: Rtl, Tier III instruction, Lexia, STRIDE, AR, STAR, iReady, Heggerty, Sondag Essentials, Sondag Intervention Programs, Edmark, afterschool reading program small group lessons to practice skills, data meetings for the grade level and content areas, individual meetings with behavioral specialist, special activities, free-time, recognition during morning announcements, and earning of Jacket cards.

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.**

Students are able to access STRIDE beyond the regular school day. Students have the opportunity to answer questions and learn about reading and math skills while accumulating points to play games or redeem for items. AES also has materials in the Guidance Counselor's office for parents to use at home with their child. Selected students take part in the Boys and Girls Club of Abbeville afterschool and during the summer. AES offers an after school reading program for struggling readers.

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.

All students have access to scientifically based programs that have been researched to address the needs of learners who have been identified as economically disadvantaged, EL, migrant, special needs, neglected and/or homeless. These students have access to programs available and increased time, resources and access based on their individual level of need. AES has instructional aides to assist the students in these categories as well as certified general and special education teachers that assist in meeting the need of these learners.

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.

Transact is used to gain access to documents that the Alabama State Department sends to students. We also use various members of our staff, students' family and/or community to communicate with non-English speaking parents/guardians.

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

Abbeville Elementary had a twenty-two percent teacher turn over rate for the 2020-21 school year of homeroom teacher kindergarten through sixth grades. Teachers left for various reasons including moving to a distant city and taking a job closer to the teacher's home.

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

We have thirty-four certified faculty at AES. Of the twenty-three homeroom teachers, two are first year teachers. We have two faculty with over thirty years experience, four faculty with twenty to twenty-nine years experience, fifteen faculty with ten to nineteen years experience, eight faculty with five to nine years experience, one faculty with two years experience.

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)?

NA

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

We determine the need of professional development by gathering and analyzing all data to identify areas of concern, weaknesses, strengthens. We meet to discuss and plan for support and professional development.

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

The following professional development opportunities were provided to our faculty and staff: AMSTI, ARI, LETRs, Heggerty, Sondag Systems, Content Area Vertical Team meeting, Grade-level meetings, Rtl, ACAP training, Special Education/504 training, beginning of school year Institute, STRIDE, Code of Ethics, Lee V Macon, Erin's Law, Jason Flatt and suicide awareness, DHR and mandatory reporting training, Powerschools, ACAP writing training, Pre-K trainings.

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.

AES teachers participate in the Mentor/Mentee program. Our novice and new teachers are assigned a mentor that meets with them regularly to guide and support the new teacher with their instruction, planning and procedures.

12. Describe how all professional development is "sustained and ongoing." Our teachers incorporate strategies and best practices learned during professional development into their classrooms. They are able to meet with their grade level or content area teachers to discuss and plan application of learned material.

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.

The transition plan from Pre-K students to kindergarten is held during the school day for those already in our school. The PreK teachers take the students to the kindergarten classrooms to participate in a listening activity at the rug. The students that will be newly arriving at AES for kindergarten have the opportunity to visit a kindergarten class and meet the teachers during registration. Our sixth grade students have a commencement exercise held at AHS. During the visit that the students practice, the AHS guidance counselor and/or the principal provides the students with a tour of the campus and they share pertinent information with the upcoming seventh graders.

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

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?

The data collected from various sources are analyzed to determine how the schoolwide programs are affecting the academic achievement of the students. We make adjustments to the type of delivery of instruction and/or secure additional programs to address deficiencies that are found.

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?

We make determinations of effective achievement growth based upon the data collected from a variety of sources. We review the student data and make adjustments according to the outcomes of data sources. We seek explore addition programs and/or change strategies in order to meet the needs of our students.

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?

Our teachers meet to discuss and plan regularly to evaluate our instructional practices. Teachers make adjustments to plans based on their students' performances, assessments and mastery levels of skill that their students reach.

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.

The State, Federal and local programs are consolidated and coordinated to achieve a schoolwide plan. The programs and resources are used to fund salaries of faculty and staff, obtain a variety of teaching resources and programs. The state funds provide for professional development, technology, library enhancement, and instructional supplies. Federal funds are used for parental engagement enhancement and to supplement the areas of professional development, technology, salaries, and instructional supplies. Local funds are used for other expenses to care for school needs.

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).

AES coordinates and integrates programs through our schoolwide plan to address the multitude of needs of our children. We have opportunities for our children to participate in drug prevention week, violence prevention programs, BETA Club, PreK classes, Boys and Girls Club, Talent Search, a behavioral specialist (as needed), social worker (as needed).

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% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Our Annual Parent Meeting was videoed and uploaded to our AES website as well as our AES Facebook page to inform parents of the school's participation in Title I, explain the requirements, the 1% set-aside, and the right of parents to be involved. The Power Point presentation that has been provided by the state department was explained and discussed.

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.

We usually have two different meetings on the day of the Annual Parent Meeting. One in the morning and one in the evening to better accommodated for the attendance of our parents. However, due to restrictions in on-campus visitations, we recorded the presentation for Title I parents and uploaded to social media and school's website for viewing. We have various committees that we ask for parents to take part in. Our parents participate through Zoom, Google Meets and/or phone call. Parents participated in planning and updating plans and documents. Parents volunteer for special events, serve as committee members, provide feedback through surveys and questionnaires and PTO meetings.

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).

We usually have two different meetings on the day of the Annual Parent Meeting. One in the morning and one in the evening to better accommodated for the attendance of our parents. We have various committees that we ask for parents to take part in. We use parents for planning and updating plans and documents. Parents volunteer for special events, serve as committee members, provide feedback through surveys and questionnaires and meetings. These were done through written documents, phone, social media, computer technology.

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

AES spends parent involvement/engagement funds on home to school communicator folders, stamps, school calendars, supplies, books, flashcards, and other instructional supplies and materials for use at home.

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))

Parents receive daily and/or weekly communications regarding their children. A monthly calendar of events is sent home. The calendar is also posted on our website and Facebook page. Parents are given school handbooks which provides pertinent information about AES. Parents are informed via website postings, Face Book, Remind Blackboard Messenger and/or notes sent home.

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))

AES has a School-Parent Compact that has been developed and updated by a committee of teachers, parents, and administrators which was done via Zoom. On the compact, each stakeholder signs understanding their specific responsibilities: principal, parent, and child. Each child has their compact completed with signatures in their homeroom teacher's class. The compact is referenced and signed during meetings.

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

The Continuous Improvement Plan (CIP) has been made available for parents via AES website. A statement declaring that parents can submit dissatisfaction with the Continuous Improvement Plan to the principal or federal programs supervisor will be visible. Parents can also follow the grievance procedure as outlined by the Henry County 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.

Our parental engagement committee and administrators work diligently to ensure that all parent materials and training are aligned with our school goals. We will have videoed training and schedule Zoom meetings for parent training. Our parent resource center is located in the counselor's office, which is supplied with materials parents can check out to assist in helping their child gain success in school. These resources are available for parents to check out during school hours. Parents can call and request materials that can be sent home with their child or picked up by the parent. Throughout the year, we will seek to have classes and training for parents in order to address topics concerning the school and their child's academic achievement.

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.

AES promotes activities and programs for families to become involved in the educational process. Parents will be provided with assistance in order to help with supporting their child's learning at home and at school. Parents are encouraged to send notes, make calls, set up conferences with teachers.

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.

Parents are encouraged and asked to take part in committees, volunteer, attend workshops and school functions. We attempt to build capacity for parental engagement and support and foster a partnership with families in their child's education by informing, welcoming and planning events for families to participate.

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.

AES sends available Trans Act communication to parents in the language that the parent can understand as it relates to school programs, meetings and activities.

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.

We conduct meetings and send communications home throughout the school year to supply parents with information about the school. AES offers activities to involve

and engage students and their families throughout the year. We base the need for activities according to feedback, comments, and suggestions.

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))

Parents may be diverse in culture, language and needs, but, share in the common goal of wanting success for their child. AES recognizes its responsibility to eliminate barriers that may impede family engagement. Therefore, we provide parents who have limited English proficiency with school documents in the language that they understand from the TransAct program. We also allow family members to be a part of our meetings and training as a support to the parents who have limited English proficiency. We have accessibility to the school for family members with disabilities.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

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


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)
 Coordination of Resources Comprehensive Budget 2020-2021		•