

2025-2026 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The responsibility of conducting and analyzing the needs assessment is done by our school advisory committee, to include local and state student achievement data, survey results, plans for high-performing and at-risk students as well as EL, reflection and projection documents based on the effectiveness of the current ACIP to provide suggestions and modifications in revision of the ACIP. In addition, results of the state assessments are distributed and discussed at a faculty meeting. Also, each grade level analyzes the assessment results by subject areas through data meetings. Mastery of standards is examined and addressed by the principal during each nine weeks. Each faculty member is given copies of the State Course of Study, local curriculum guides, ACCESS scores, objectives and WIDA standards. Teachers are responsible for teaching all objectives from the above-mentioned documents. Alabama Alternate Assessment (AAA) is administered only when specified in the Individual Education Plan (IEP). Also, perception surveys are given to parents in order to identify school characteristics that they consider to be of importance and concern for AES. The information gained from these surveys is tallied and areas of concern are addressed with parents, teachers and administration.

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

Top Academic Needs: Reading, Math, Language Arts/English, Achievement Gap
Top Professional Development Needs: Implementing Standards, Using Data/
Assessments, Reading, Math

3. What conclusions were drawn from the results?

To improve student outcomes, AES will prioritize targeted support in reading, math, and ELA while addressing the achievement gap. Professional development will focus on implementing standards, using data to guide instruction, and strengthening reading and math teaching practices.

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 although progress was made this past year. ELA and math ACIP goals were met and attendance will continue to be a focus for 25-26. 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, PowerSchool Parent Portal, progress

reports, report cards, parent conferences via phone/Google Meet, Remind. Parents will also be invited to monthly parent workshops and academic nights/brunches.

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. The school goals are also interconnected because they all focus on improving student achievement through targeted instruction, data-driven decision making, and professional growth. For example:
- Reading and Math Proficiency Goals rely on teacher collaboration, small-group instruction, and interventions (MTSS/RTI).
- Professional Development Goals equip teachers to effectively implement ELA/Math standards and use assessment data to guide instruction.
- Addressing the achievement gap is supported by both targeted interventions and aligned instruction.

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?

At AES, our goals are designed to support the entire school community while addressing the unique needs of disadvantaged students. We implement engaging, real-world strategies to strengthen proficiency in reading and math. By setting high expectations for student learning, we ensure that every child at AES has the opportunity to reach their full potential.

All students work toward mastering their grade-level standards and objectives to improve their current achievement levels. To meet these goals, AES utilizes a range of programs and resources tailored to students' needs. Those identified as disadvantaged or struggling to master grade-level skills participate in targeted interventions such as STAR, iReady, Accelerated Reader, Open Court Reading,

AMSTI, Heggerty, and the SPIRE Reading Program, among others, to address specific areas of deficiency.

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.

AES is committed to continuous improvement through a systematic approach to student assessment, instruction, and support. Faculty and staff regularly analyze data from both formal and informal assessments to ensure that instructional decisions meet the diverse learning needs of all students throughout the year. Programs such as Open Court, STAR, and iReady are integral to this process, providing data-driven insights that guide instruction and intervention.

Monthly Response to Intervention (RtI) meetings and quarterly Special Education meetings facilitate ongoing discussions of student progress and needs. Through these collaborative sessions, teachers review multiple sources of data—including benchmark assessments, progress monitoring results, and classroom performance—to identify students requiring additional support or enrichment.

Our school goals are directly aligned with identified priority needs from the comprehensive needs assessment. This analysis revealed areas for growth in reading and mathematics, particularly among students from disadvantaged backgrounds. As a result, AES has implemented targeted instructional strategies and interventions designed to close achievement gaps while maintaining high expectations for all learners.

Addressing the Needs of the Whole School Population and Disadvantaged Students: AES is dedicated to serving the whole child academically, socially, and emotionally. Programs such as AMSTI (math), OMI, and ARI provide ongoing professional support for faculty and staff to strengthen instructional quality and ensure effective implementation of evidence-based practices. Students identified as struggling or disadvantaged receive targeted assistance through programs such as SPIRE, Focused Mathematics Intervention, Heggerty, STAR, and Accelerated Reader, which focus on building foundational skills and improving grade-level proficiency.

At the same time, AES ensures that advanced learners are challenged appropriately. The gifted education teacher collaborates with general education teachers to differentiate instruction and extend learning opportunities for gifted students. Behavioral specialists and social workers provide additional support to address social, emotional, and behavioral needs, ensuring a safe and supportive learning environment for all.

Enriching and Expanding Learning Opportunities: To provide a well-rounded and enriched curriculum, AES offers a variety of academic and extracurricular programs that extend learning beyond the classroom. These include a band program for grades 4–6, a Talent Search partnership with Wallace College, and monthly art lessons for grades K–6 through a partnership with the Cultural Arts Center of Dothan. These programs foster creativity, critical thinking, and student engagement—key components of AES's mission to nurture the whole child.

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.)

To meet diverse learning needs, AES implements a variety of evidence-based resources and instructional practices, including:

- Response to Intervention (RtI) and Tier III instruction for intensive, individualized support
- Utilization of research-based programs such as Accelerated Reader (AR), STAR, iReady, Heggerty, and Sonday Essentials
- An afterschool reading program that provides small-group lessons focused on skill development
- Regular data meetings to review grade-level and content-area progress and adjust instruction accordingly
- Individual sessions with a behavioral specialist to address students' social, emotional, or behavioral needs
- Special activities and designated free time to foster engagement and motivation

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- Recognition during morning announcements to celebrate student accomplishments
 - The Jacket Pride Award, honoring students who demonstrate outstanding effort, perseverance, and dedication

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.**

To enhance support for academically needy students, AES implements a variety of strategies and programs that extend beyond the regular school day. Key initiatives include: After-School Tutoring Programs: Students have the opportunity to receive personalized assistance from teachers or trained tutors in specific subjects. These sessions, held on Mondays, Wednesdays, and Thursdays from 3:15 to 4:15 PM, focus on reinforcing key concepts in reading and math while addressing individual learning challenges.

Collaboration with Community Resources: AES partners with local organizations such as the Abbeville Library, Abbeville Boys and Girls Club, and the Lync Center. These collaborations provide access to additional resources, mentorship, and programs that complement the school's efforts to support academically needy students.

By implementing these strategies, AES is committed to ensuring that students receive the necessary support and reinforcement needed to enhance their academic skills and achieve their full potential.

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.

At AES, all students have access to scientifically-based programs designed to meet the needs of learners identified as economically disadvantaged, English Learners (EL), migrant, special needs, neglected, or homeless. These students benefit from tailored programs, increased resources, and additional instructional time based on their individual needs. To support these efforts, AES employs instructional aides and certified general and special education teachers who are dedicated to addressing the unique requirements of these learners. Specifically, students identified as EL receive more than two hours of additional instruction each week from a paraprofessional trained in EL strategies. This comprehensive support framework ensures that all students have the opportunity to thrive academically and receive the assistance they need to succeed.

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.

To ensure effective communication with non-English speaking parents/guardians, we utilize Transact to access documents provided by the Alabama State Department for students. Additionally, we involve various members of our staff, as well as students' families and community members, to facilitate communication. This collaborative effort helps ensure all families receive the information they need, regardless of language barriers. For state-mandated assessments, interpretive guides are provided in the necessary native languages, and assessment scores can be requested in the preferred language. To further support parents, individual conferences are scheduled to discuss assessment results and next steps. These meetings include the parent, teacher, EL paraprofessional, counselor, and principal to ensure a comprehensive approach to student success. We also use MasterWord for translating important documents, while Ellevation is used by counselors to enter individualized learning plans and to implement teacher strategies for English Learners (EL).

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

Abbeville Elementary experienced a 8% teacher turnover rate for the 2024-2025 school year. The departures were due to a variety of reasons, including teachers relocating to distant cities, pursuing career advancements, taking positions closer to home to reduce travel time, and some who were hired on an emergency basis but did not achieve certification.

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

In the screening of employment applications, it is standard practice to "screen in" only those applicants who meet all certified qualifications for the position. Noncertified applicants are considered only when the applicant pool lacks certified candidates. In such cases, the principal, in collaboration with the Special Education Secretary, thoroughly reviews the applicant's status with the Alabama State Department of Education (ALSDE) before making employment recommendations. If a non-certified applicant is hired, administrators from Abbeville Elementary School (AES) and the Central Office will regularly monitor the individual's progress toward obtaining certification to ensure compliance and readiness for the position.

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)?

Henry County Schools has implemented the state mentor and mentee program to increase teacher retention. Teachers also meet with the math coach, the reading specialist, and administration to gain clarification or to check progress.

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

Each year data is analyzed to determine the needs of both students and staff. Based on the data critical areas of instruction that need to be improved across a

broad group of teachers is a central focus. Data is used to differentiate training and needed support throughout the year.

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, SPIRE/Sounds Sensible, Content Area Vertical Team meeting, Grade-level meetings, RtI, ACAP training, Special Education/ 504 Training, beginning of the year Institute, MTSS, iReady, Code of Ethics, Lee v Macon, Erin's Law, Jason Flatt and Suicide Awareness, DHR and mandatory reporting training, PowerSchools, ACAP Sandbox, instructional planning meetings, and Pre-K trainings, and KidFirst Modules (2-6) for ELA, math and writing.

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 is dedicated to fostering the development of new teachers by providing highquality support and resources that empower them to become effective, innovative, and engaging educators. Through these efforts, we aim to ensure that all new teachers transition into highly effective teaching professionals. Each new or novice teacher is paired with a mentor who offers a nurturing and supportive environment for professional growth. Time is allocated for teachers and mentors to meet regularly, collaborate, and exchange ideas.

New teachers are also given the opportunity to observe their mentors' classrooms, which helps them gain insight into effective teaching strategies. Newly hired teachers participate in ongoing orientation sessions led by AES administrators and mentors, and they engage in book studies to enhance their professional development. Mentors provide continuous support throughout the year, assisting with parent conferences, curriculum development, assessments, data collection, and instructional strategies.

At AES, all teachers, whether new or experienced, have a planning partner to collaborate with. Additionally, professional development opportunities are made available to strengthen skills, improve knowledge, and enhance the effectiveness of classroom practices. The following steps are implemented to support new teachers: Weekly meetings with new teachers Mentor-mentee classroom observations Demonstration lessons provided by mentors and peers within the grade level Guidance on school policies, procedures, and culture

12. Describe how all professional development is "sustained and ongoing."

Teachers are exposed to new learning and strategies throughout the year. Professional development is ongoing and sustained through faculty meetings and grade level meetings. All professional development allows teachers the opportunities to implement learning, assess teacher implementation of the

professional learning, and to participate in follow up sessions throughout the year. In addition, online iReady Math (Curriculum Associates) trainings are available to ensure teachers are familiar with the new program. Open Court Trainings, math and science are available online. Times are also set aside on Wonderful Wednesdays. (1st- Wednesday- ELA; 2nd Wednesday- Math; 3rd Wednesday- Common Planning)

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.

At Abbeville Elementary School (AES), we have a structured transition plan to support students as they move from Pre-K to kindergarten and from sixth grade to middle school. For Pre-K students already enrolled at AES, the transition to kindergarten takes place during the school day. Pre-K teachers bring their students to the kindergarten classrooms where they participate in a listening activity at the rug, introducing them to the kindergarten environment. For students who will be new to AES in kindergarten, a visit to the classroom and an introduction to the teachers are offered during registration. For sixth grade students transitioning to middle school, a commencement exercise is held at Abbeville High School (AHS). As part of this transition, students participate in a practice visit to AHS. During this visit, the AHS guidance counselor and/or principal provides a tour of the campus and shares important information to prepare the students for seventh grade.

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?

Data collected from multiple sources are analyzed to assess the impact of schoolwide programs on students' academic achievement. Based on this analysis, we make necessary adjustments to the instructional delivery methods or implement additional programs to address any identified deficiencies. This

continuous evaluation ensures that our programs effectively support student learning and progress.

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 evaluate student achievement growth by analyzing data collected from various sources. Based on these findings, we review student performance and make adjustments as needed to improve outcomes. To meet the diverse needs of our students, we actively seek and explore additional programs or adjust instructional strategies. All district initiatives are implemented with fidelity, and supplemental resources are aligned to academic standards to ensure consistency and effectiveness.

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?

AES teachers meet regularly to discuss and evaluate instructional practices. They make adjustments to their plans based on student performance, assessments, and the mastery levels students achieve. All instructional decisions are data-driven to ensure that teaching strategies effectively address student needs and promote academic growth.

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.

In accordance with Section 1114 of the Every Student Succeeds Act (ESSA), state, federal, and local programs are consolidated and strategically coordinated to implement and sustain the schoolwide plan. The integration of these resources ensures a comprehensive approach to improving academic achievement and addressing the diverse needs of all students. Consolidated funds are utilized to support faculty and staff salaries, acquire instructional materials, and implement evidence-based educational programs and interventions.

State funds are allocated to provide professional development opportunities, enhance technology and library resources, and procure instructional supplies. Federal Title I funds are designated to strengthen parental and family engagement

and to supplement expenditures in professional development, technology, staffing, and instructional materials. Local funds are used to address additional operational and instructional needs, ensuring that the school maintains a safe, effective, and equitable learning environment for every student.

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 various programs through our schoolwide plan to meet the diverse needs of our students. We provide opportunities for participation in Drug Prevention Week, violence prevention initiatives, and Pre-K classes. Additionally, students benefit from partnerships with the Boys and Girls Club, Talent Search, and the Lync Center. Support services such as a behavioral specialist and social worker are available as needed. AES also fosters student leadership and community through programs like Peer Helpers and 3Fold+.