

## 2019-2020 Title I Schoolwide Diagnostic for ACIP \_10032019\_15:59

2019-2020 Title I Schoolwide Diagnostic for ACIP

### **East Lawrence Middle School**

Baine Garner  
99 County Road 370  
Trinity, Alabama, 35673  
United States of America

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## 2019-2020 Title I Schoolwide Diagnostic for ACIP

### 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.*

## 2019-2020 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

eProve surveys were administered to parents, students, teachers, and stakeholders. Results from the survey were used to help identify areas of need.

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

Data from the eProve surveys indicated a need for more parental involvement. Assessment data showed a need for students to gain more experience using technology as it relates to the classroom. Content areas of focus are math and reading.

3. What conclusions were drawn from the results?

The first conclusion from the data collected is to improve communication with parents. This includes, social media, schoolcast calls, letters, and other school activities involving parents. ELMS also improved electives to improve student use of technology. Math and English ACAP scores will be an area of focus.

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

ELMS has a positive reputation within the community. Parents are pleased with ELMS and support teachers and administration.

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

The goals are a direct result from the analysis of the needs assessment.

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

The goals are specific to the indicators that were noted within the data

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

With approximately 65% free/reduced lunch population, students face many challenges outside of school. The goals formulated based upon the data to address the academic, social, and other areas of the student population.

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

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.

Strategies and methods to 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 activities, programs, and courses necessary to provide a well-rounded education include: \* Use formative and summative assessment data. \*Improve teaching pedagogy. \*Invest in curricular materials aligned with and in support of instructional practices that increase literacy and math proficiency and reduce learning gaps. \*Provide classroom technology and implement that technology in lessons. \*Use Title I funds to maintain a recommended student to teacher ratio. \*School-wide professional development will be provided to improve reading, math, and technology instruction.

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 services are provided to address the needs of all students in the school: \*Periodical Counseling Classes. \*County Mental Health Services. \*Occupational Therapy Services. \*Response to Intervention Mode. \*PST (Pupil Support Team) Referrals. \*Differentiated Instruction. \*Extracurricular Activities: Athletics, Scholar's Bowl (5th/6th and 7th/8th Grade teams), Art Club, Friend to Friend (Peer grief counseling)

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 encouraged to attend the weekly county-wide Family Literacy Program for families. \*Teachers send home manipulatives, flashcards, and additional resources to help parents.

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.

Professional development and training is provided to our certified and support staff on identifying students and on available services. \*Home visits- as needed. \*Friend to Friend grief support group. \*School supplies, home cleaning supplies, and weekend meals are provided students who are in need. \*Free Breakfast. \*County-wide social worker.

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.

East Lawrence Middle School will provide support for parents and information in a format and language that is appropriate and understandable for all by using: \*Electronic translator programs. \*Translators. \*Parent-Teacher Conferences. \*Achievement results and interpretation provided in parent's native language

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

8.6%

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

Teaching Experience: \*20+ years (39%) \*11-20 years (33%) \*4-10 years (22%) \*1-3 years (6%)

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)?

N/A

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

After analysis of Scantron Performance Series, Moby Max, and IXL data, as well as data from stakeholder satisfaction surveys, areas of academic need are identified and correlating areas of professional development are examined and planned to meet the needs of our learners and increase the quality of education we provide our students.

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

\*Scantron Performance Series use for data analysis. \*Alabama Educational Technology Conference. \*AMSTI Training. Council for Leaders in Alabama Schools Conference. Robotics Training. \*Training for ACAP Testing.

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 complete the New Teacher Academy provided by the Central Office. New teachers are given support from another grade level teacher as well as administration and librarian.

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

Professional development is sustained and ongoing through follow-up professional development, collaboration with colleagues, and grade-level meetings.

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.

Critical Initiatives from the school-wide plan that support student transitions include: \*Using formative and summative assessment data. \*Increasing communication with parents and community. \*Parent Meetings \* 4th Grade Orientation at the Middle School. \*8th Grade Orientation/ Walk-through of High School.

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?

The data team meets to discuss results of assessments and plans. Grade Levels also meet to evaluate data from assessments and plan accordingly.

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?

## Data Analysis

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?

\*aCIP meetings. \*Grade-level meetings. Self-assessment team.

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

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.

\*Alabama Math, Science, and Technology Initiative. \*Indian Education Program. IXL- math program. Talent Search. All of these programs work towards increasing student success and college and career readiness.

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).

\*ALICE Training- preparation for a violent attack in school. \*Erin's Law- Child/Sexual Abuse \* World of Works(8th Grade)- Students are exposed to various trade opportunities at Northwest Shoals Community College. \*Career Prep and Typing Classes. Peer to Peer tutoring. Old students help tutor younger students. Mendez Program- teach violence prevention and drug awareness. Adult education programs are provided from the school district. The Alabama college and career readiness standards ensure that students are learning the skills they need to be successful in future academic pursuits.

## 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

### **ATTACHMENTS**

#### **Attachment Name**

 aCIP Team FY20

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))

Meeting time and information is provided through notes sent home, Facebook updates, school website, and Schoolcast calls. \*Title I Annual Meeting is planned for the middle of October.

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.

Parents are invited to attend meetings where they have the opportunity to be involved in decision making process. \*Parents are invited to participate on planning committees. \*Parents may request meeting times. \*Meeting times may vary.

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).

Parents are invited to attend meetings where they have the opportunity to be involved in decision making process. \*Parents are invited to participate on planning committees. CIP is made available on the school website. \*Parents may submit concerns to principal, assistant principal, or central office.

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

Purchasing mailing supplies to maintain communication with parents.

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))

School-Parent Compact sent to parents to be signed and kept by the homeroom teacher to use during conferences. \*Parent-Teacher Conferences. \*Report Cards every nine weeks. \*Progress Reports mid-nine weeks. \*Promotion Standards sent home with each student at the beginning of the school year. \*Parents are invited to attend PST meetings. ACIP on school-website. (Computers available in the library and the computer lab for parental use.) \*INOW Home Portal. \*Parents may submit concerns to principal, assistant principal, or central office. \*Parent conferences requested by parents and/or teachers. \*Open House/Orientation offered at the beginning of the school year.

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))

The School-Parent Compact states that the school, parents, and students share responsibility for student academic achievement. The school is responsible for providing a high-quality curriculum and instruction by following the State's course of study guides. The school participates in the state's research-based initiatives such as AMSTI. Teachers also participate in on-going professional development. The school provides timely feedback and information to parents through parent-teacher conferences, progress reports, report cards every nine weeks, , and weekly notes. Parents are provided reasonable access to staff through Parent-Teacher Conference Day on Oct 21, parental involvement nights, and additional conferences after school and during planning time. Parents agree to monitor student attendance, assist students with homework, communicate with the school about student progress, and serve on advisory groups as much as possible. Students

agree to do their homework, ask for help when needed, give all notices and information to their parents, and be respectful.

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

The Continuous Improvement Plan is available on the school website. There is a link for parents to email comments of dissatisfaction to the principal. A paper copy is available in the school for parents wishing to view it and make suggestions.

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.

East Lawrence Middle School provides materials and training to help foster parental involvement in the following ways: \*Migrant Program. \*Library materials and resources available for parents to checkout. \*Computers available in the library and computer labs for parents who do not have access at home. \*Parental Involvement Coordinator available to assist parents. \*School website. \*Letters sent home.

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.

East Lawrence Middle School faculty and staff are trained to reach out and communicate with parents to build ties between parents and school in the following ways: \*Professional development. \*School library. \*Conferences with parents. \*Backpack program

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.

\*Parent Volunteers. \*Book Fair \*Grandparents Day. \*Parent resource area. \*Orientation. \* Field Trips. \*Plays/Programs. \*Awards Ceremonies. \* School assemblies. \*Backpack program. \*Parent-Teacher Conferences. \*INOW Home Portal. \* School Website. Facebook page. \*Fun Day.

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.

East Lawrence Middle School ensures that parents are notified about upcoming activities in the following ways: \*Lawrence County Board of Education website. \*Interpreters/electronic translation services. \*School Cast messaging system. \*Announcements of Marquee. \*individual teacher web pages. \*School website. \*School Facebook page. \*Board of Education Facebook and Twitter account.

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.

East Lawrence Middle School will provide reasonable support for parental involvement activities as parents may request in the following ways: \*Drug awareness, \*Internet safety. \*School policy

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))

East Lawrence Middle School will provide support for parents and information in a format and language that is appropriate and understandable for all by utilizing: \*Electronic translator programs. \*Translator. \*EL committee. \*Home visits

## 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**

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[Amended FY20 Comprehensive Budget](#)








[Coordination of Resources Comprehensive Budget](#)

## 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)
 aCIP Team FY20		• 1
 Amended FY20 Comprehensive Budget	Amended FY20 Comprehensive Budget	•
 Coordination of Resources Comprehensive Budget		•
 School Parent and Family Engagement Policy		•
 School Parent Compact		•