Title 1 Schoolwide Diagnostic for ACIP: 2024-2025_08192024_14:25

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Phenix City Intermediate School
Shawn Taylor
2401 South Railroad Street
Phenix City, Alabama, 36867
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**[TM] **strategies - Goals & Plans**

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

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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?

The comprehensive needs assessment was conducted by surveying all stakeholders, collecting and analyzing school assessment data from the ACAP and iReady Math and Reading results. The School Leadership Team reviewed last year's plan and examined the data to identify areas of focus for this school year. The primary area of focus academically is to provide structured TIER 1 instruction everyday, focusing on grade level content regardless of the student's actual grade level in an effort to expose them to the content necessary to be successful on the ACAP assessment. Secondly, there will be protected time (20 mins) two times a week on Tuesdays and Thursdays for small group intervention to help bridge the gap for those students that are below grade level which is over 50% of our student population.

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

The results of the 2023-2024 needs assessment reflected that Reading and Mathematics should continue to be a priority for the 2024-2025 school year. Specific results show 6th grade iReady Reading proficiency at 28%, 7th grade reading proficiency at 32%. IREADY Math proficiency results show 6th grade at 31% and 7th at 27%. All showing increases from the previous year except 6th Reading, down by 1%. ACAP results show 6th grade Reading at 51% proficiency, 7th grade Reading proficiency at 42%, and 6th grade Math proficiency at 23%, 7th grade Math proficiency at 19%. Ultimately, a 10% increase from previous year. PCIS expects to attain 100% academic growth on this years State Report Card. An improvement from 80% in 2023-2024.

3. What conclusions were drawn from the results?

The information collected from the surveys conveys that parents feel welcome at PCIS and the teachers are willing to meet and discuss their child's academic progress. The school process summary provided evidence of teachers meeting regularly to evaluate instruction and assessment results to realign the curriculum to improve student achievement. Student achievement data concluded that students still need more structured math and reading instruction. The results also indicate that EL students had deficits in instructional practices and resources that did not adequately address their learning needs. Meetings were in person and will prove to be more effective than in previous years, especially during the pandemic. Additionally, teachers will provide a more focused, TIER 1 instruction and protected 20 minutes, 2 times a week for TIER 2/3. We will utilize small group instruction during 20 minutes of EVERY class on Tuesdays and Thursdays. Lastly, the presence of the Dean of students significantly impacted multiple categories for PCIS,

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including academic growth as well as decreased behavior incidents. There is a important data point in the consideration of re-hiring for this position in 24-25.

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

The school reviewed intervention programs to provide individualized instruction for students at all differentiated academic levels. The data collected from these programs/processes suggested an increase in student ability levels. The school's curriculum plan provided evidence of teacher collaboration by both department and grade levels to evaluate instruction and assessment results to vertically align the curriculum. The perception data concludes that parents feel their students are learning and teachers are instructing. Safety and the open campus is still a concern for many parents. The adjustment is challenging for students transitioning from smaller community elementary schools to PCIS. The demographics of PCIS has remained fairly consistent with a slight increase in our EL - Hispanic population.

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

The school's goals are based on the identified areas of the needs assessment and our intent to prepare students for the rigor of the reading and math necessary for academic proficiency as assessed by the Alabama Comprehensive Assessment Program (ACAP) test and by iReady assessment.

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

The goals were crafted based on trends that occurred on multiple data sources for Reading and Mathematics. Data sources included the iReady Reading and Math, ACAP, and other formative assessments. The goals outline a detailed analysis of multiple types of data reflective of student achievement data, inclusive demographic factors, evaluating the effectiveness of school programs, and incorporating insights from perception data. This multi-dimensional approach ensured that the goals were data-driven, targeted, and aligned with the specific needs identified through a comprehensive analysis of the school's performance.

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

The goals focus on improving Reading and Mathematics proficiency for all students while providing instruction with varied strategies and differentiated instruction to address the needs of those who are disadvantaged. Students in the lowest tier levels (Tier 3) will also receive specialized intervention to address their specific

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academic goals through the MTSS (Multi-Tier Support System) program. As well as goals for our EL population driven by the WIDA Access data and Special Education goals specific for students with disabilities driven by analysis of ACAP and iReady data.

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.

PCIS embeds an array of instructional strategies that enrich our overall curriculum, programs, and well-balanced scholars.

Individualized Learning Goals are established with the teachers and students that identify clear learning targets for each lesson and are developed to each student's specific needs. This ensures that every student understands the objectives and is working toward specific, measurable outcomes.

Goal Setting and Progress Monitoring: Students are actively involved in setting their own academic goals, and we closely monitor their progress through regular assessments. This allows us to identify areas where students excel or need additional support, enabling timely interventions.

Student Conferencing and Teacher PLCs: Regular student-teacher conferences provide opportunities to discuss progress, set new goals, and address any challenges. Additionally, teachers participate in Professional Learning Communities (PLCs) to collaborate on best practices, share insights, and continuously refine instructional methods.

PCIS has STEAM implementation schoolwide, including daily STEAM classes for all students and STEAM education woven into the core classes.

Additionally, we have an Accelerated Academy for sixth and seventh grades, in which students are taught one and a half years of math, science, and ELA content in one year. The Accelerated Academy involves approximately 300 students. We also have an honors class for 40 sixth and 40 seventh-grade students to increase rigor for these students.

We moved to a longer class period (60 minutes) to increase the instruction time in every classroom. Various programs such as IReady, and Moby Max are used in addition to small group intervention. Rigorous curriculum materials include CMP3 Math, AMSTI Math, and Science, Laying the Foundations and Study Sync for English, and LTF for Social Studies.

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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.)

> PCIS has two counselors, and one social worker that splits time between PCIS and SGS, who provide group and individual counseling for social and emotional issues.
>
> PCIS also partners with East Alabama Mental Health to provide mental health support and support for students with behavioral and social issues.
>
> We have a school-wide tiered intervention model, led by our MTSS team, that identifies students struggling academically and behaviorally and provides support through individualized intervention plans and data monitoring. We have a full-time ELL Specialist to work with students who are second language learners and their teachers to provide appropriate support for academic success.

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.**

> Currently, PCIS offers after-school tutoring to reach kids in need on Tuesdays and Thursdays from 3:30 - 5:30. The tutoring was targeted specifically for those students in Level 2 (ACAP) that we believed were easy to move to Level 3. We provide transportation to assist parents with making this happen for their students and to assist in meeting our ACIP goals for the year.

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.

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Migrant Students: The school ensures that the transportation and registration needs of migrant students are met following district policies, procedures, and state laws. This includes facilitating timely enrollment and access to educational resources.

EL Students: Transact is used to communicate important documentation to parents in their preferred language. The school also follows WIDA standards and Can Do Descriptors to monitor and support the academic progress of EL students. Additionally, PCIS has an ESL Specialist and two teacher leads who provide specialized support and resources to help these students succeed. Our district has an ESL program that identifies students at risk for language deficiencies with a Home Language Survey. Those at risk based on the survey are given an ACCESS screening test. If students qualify for ESL services based on this screening, they are given an EL IEP to meet individual assessed needs. Our full-time ESL Specialist works with identified students and their teachers to provide appropriate strategies to improve student achievement

Economically Disadvantaged Students: PCIS utilizes Title I funds to support economically disadvantaged students by integrating strategies outlined in the school's Continuous Improvement Plan (CIP). This includes providing additional resources, instructional support, and access to programs that help bridge achievement gaps.

Special Education Students: PCIS provides individualized education plans (IEPs) tailored to each student's unique needs, ensuring they receive the necessary accommodations and services. The school works closely with special education staff to monitor progress and adjust instruction as needed.

Homeless Students: PCIS adheres to the McKinney-Vento Homeless Assistance Act to ensure that homeless students have equal access to education. The school provides school supplies, and other necessary resources to support their academic success. Counselors work to identify the needs of students and train teachers in mandatory reporting laws and McKinney Vento to support all needs.

Neglected and/or Delinquent Students: PCIS collaborates with local community resources and social services agencies to provide neglected and/or delinquent students any necessary support they may need. This includes providing access to counseling, mentoring, and academic interventions to help them stay on track. PCIS offers work with local churches, parent liaisons, and community organizations to partner with the school to provide ongoing training and outreach programs to parents and students.

These strategies help to ensure we provide extensive and necessary targeted support to specific groups of students to help them identify barriers, overcome them, and achieve success even with challenges.

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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.

The school ensures that parents of English Learners receive clear and accessible information about their child's academic achievement. PCIS has a full-time ESL specialist to provide regular feedback to parents to communicate student progress. Our specialist meets with each parent in the program at the beginning of the school year to provide information about assessments to be given throughout the year, which includes detailed summaries and discussion of progress reports provided four times a year. Parents are invited to meetings where an interpreter is available, either in person or by phone, to assist in discussing their child's progress. Additionally, the school provides translated documents in multiple languages to ensure that important information is effectively communicated and understood by all parents. Parents are also encouraged to attend quarterly Teach the Parent workshops that assist in helping them with Power School, Grades, Academics, etc.

6. What is the school's teacher turnover rate for this school year?
PCIS reached an ALL-TIME low with 4%. This has been a continuous improvement for the past 4 years seeing this number decrease since this administration took over 4 years ago. 23% in 2021.

7. What is the experience level of key teaching and learning personnel?
- 0 - 5 years ~ 14
- 6 - 10 years ~ 13
- 11 - 20 years ~ 24
- 21 - 30 years ~ 6
- 31 + = 2

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 principal participates in locally held recruitment showcases of invites from statewide job fairs held by universities and colleges. The district holds a recruitment day one weekend before the end of the school year, where we spend the day with the best prospects. They are offered a signing bonus if they choose and sign early with Phenix City Schools. When searching for prospective teachers, the principal uses the Alabama Hire Truth website provided by the state to ensure that all candidates are highly skilled, including verifying references and questioning prior employers, professors, and supervising teachers.

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In addition, we have a mentoring program for first-year teachers. We provide incentives school-wide, such as teacher appreciation week and teacher of the month awards. As an additional incentive for retention strategies, the leadership team recognizes teachers monthly for perfect attendance. They are placed into a drawing for a $25 cash prize.

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

Overall assessment data from iReady Reading and IReady Math were used to determine the focus of PD for the year. Data from academic assessments, student surveys, and data collected from coaching cycles. This data is utilized to tailor and enhance professional development for teachers in the following ways:

Standards Assessments: Teachers receive systematic training on educational standards, including understanding their implications at each grade level. This ensures that instructional practices are aligned with academic expectations.

District and Regional Training: A district-wide team participates in regional training sessions focused on various curriculum areas. These sessions provide valuable insights and strategies that are shared with faculty during subsequent professional development meetings.

Knowledge Dissemination: After attending district or regional trainings, team members present their findings and strategies to the broader faculty, facilitating the integration of new approaches and best practices across the school.

Targeted Professional Development: PCIS offers specialized training programs based on current needs and assessment data, including:

Vertical Data Meetings: Collaborative meetings to analyze academic data across grade levels, ensuring consistency and alignment in instructional practices.

Professional Learning Communities (PLCs): Regular collaborative sessions where teachers discuss and refine instructional strategies based on data-driven insights.

By using data from academic assessments, the school tailors professional development to address areas of need, ensuring that teachers are well-equipped to enhance student learning and meet academic standards effectively.

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

AMSTI (Alabama Math, Science, and Technology Initiative): Professional development in AMSTI to improve math and science teaching practices.

iReady Math Program: Training on the iReady math program to support effective math instruction and student progress.

Vertical Data Meetings: Collaborative sessions focusing on analyzing academic data across different grade levels to ensure instructional alignment and continuity. This is to include 5th grade so PCIS can gain a better understanding of what is happening with the students transitioning to 6th.

Professional Learning Communities (PLC) Data Meetings: Regular meetings where teachers discuss and use data to refine instructional strategies and prepare individual student goals for the 1-to-1 student/teacher data and goal setting meetings. This year we will take a deeper dive with teachers, lead by IC's, to better understand the data and how we can improve instruction. During these PLC's we will provide substitutes to cover teachers classes covered by Title I funds.

Multi-Tiered System of Supports (MTSS): Training on MTSS to provide targeted interventions and support for diverse student needs.

ALCOS Overview of Math Standards: Professional development on the Alabama Course of Study (ALCOS) math standards to ensure effective curriculum alignment. Math Foundations for Special Education: Specialized training to support math instruction for students with special needs.

ACIP Leadership Training: Training for leadership teams on implementing and evaluating the Annual Continuous Improvement Plan (ACIP).

ACAP Data Analysis: Professional development in analyzing data from the Alabama Comprehensive Assessment Program (ACAP) to drive instructional decisions.

English Learner (EL) Training: Training focused on best practices and strategies for supporting English Learners. WIDA Access training.

Social-Emotional Learning (SEL) Training: Professional development in SEL to support.

CLAS provides training for aspiring leaders as well as on going professional development for current administrators. PCIS administrators will benefit from several different sessions throughout the school year regarding that specifically impact the schools ACIP.

Curriculum & Instruction Expectations: Professional development to ensure alignment with curriculum and instructional expectations.

Compliance Monitoring and Accreditation for 2024-2025: Training to ensure compliance with accreditation standards and monitoring requirements.

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Teach the Parent Nights, STEM Night, Literacy Night,: Events designed to engage families and the community in supporting students' academic growth and development.

Lesson plan training, instructional coaching cycles by the two instructional coaches, ongoing professional development in technology-driven initiatives, and strategic teaching professional development meet these requirements. We have also added training regarding instructional programs, such as LTF and AMSTI. These training programs and activities contribute to enhancing instructional practices, supporting student achievement, and fostering a collaborative and informed educational environment.

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.

The schoolwide mentoring plan includes activities to support new and inexperienced teachers:

District Mentoring Program: The district partners experienced teachers, known as mentors, with new teachers. This program is designed to enhance teacher retention, support professional improvement, and foster collaboration.

Monthly & Weekly Meetings: New teachers and their assigned mentors meet weekly individually and monthly as a team. These meetings provide regular opportunities for guidance, support, and discussion of instructional practices and challenges.

Professional Development & System-Wide Meeting: Mentors and new teachers engage in professional development activities together during designated teacher professional development days. This collaborative approach ensures that new teachers receive targeted training and support aligned with their needs.

These meetings provide guidance, support, and collaboration on challenges and success that foster the overall growth and development of the student and teacher.

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

Data-Driven Evaluation: Data from assessments and classroom observations are used to evaluate the implementation and impact of professional development. Coaching cycles and performance walk-throughs provide constructive criticism are

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areas of growth and areas of glows. This helps determine whether the training is translating into effective teaching practices and improved student outcomes.

Follow-Up Feedback: After each professional development session, participants provide feedback through critiques. This feedback is analyzed to assess the effectiveness of the training and to inform future professional development decisions.

Ongoing Training on Standards: To ensure that academic standards are consistently taught and mastered, ongoing training on Performance Matters is provided. This training focuses on assessing mastery in critical areas such as math and reading.

Continuous Development in PLCs and DOK: Professional development continues in the areas of Professional Learning Communities (PLCs) and Depth of Knowledge (DOK). This ensures that standards are taught consistently across grade levels and at the appropriate depth.

Implementation Monitoring: The implementation of professional development is monitored to ensure that strategies are being applied effectively in the classroom. Adjustments to training are made based on the observed impact and feedback.

By integrating these practices, PCIS ensures that professional development is not only sustained but also continually refined to meet the evolving needs of teachers and students.

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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

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Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Learning Targets and Individual Learning Goals: Clear learning targets and individual goals are established to guide students in understanding what is expected at each grade level and to help them prepare for future academic challenges.

Goal Setting: Students are encouraged to set personal academic goals, which helps them take ownership of their learning and prepare for transitions.

Student Progress Monitoring: Regular monitoring of student progress provides insights into areas where additional support may be needed, helping to address potential gaps before moving to the next grade.

Student Conferencing: One-on-one conferences with students help them reflect on their learning and prepare for upcoming grade-level expectations.

Teacher PLCs: Professional Learning Communities (PLCs) allow teachers to collaborate on strategies and share best practices for supporting student transitions.

Tracking Standards: Monitoring and tracking standards ensures that students meet grade-level expectations and are prepared for future academic requirements.

Technology-Rich Assessments: Use of technology-enhanced assessments provides a comprehensive understanding of student progress and readiness for the next grade level.

Fifth-Grade Tours: Fifth-grade students take tours of higher schools within the district. These tours emphasize the connection between their current learning and future opportunities, preparing them for the transition to middle or high school. Administrators visit all fifth-grade schools in the district in the spring to orient students to PCIS expectations. Additionally, all Phenix City fifth graders and parents are given a school tour of the STEM Center and PCIS campus in the spring. E

Eighth-grade students are given a tour of South Girard School, our eighth-grade feeder school, each spring. Students can request one "buddy" to be scheduled into their classes so that they will have a familiar face in their class.

These strategies create a cohesive and supportive environment, ensuring that students are well-prepared for each transition and that their learning experiences are aligned across 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.

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(N/A for Elementary Schools)

PCIS provides counseling, school and home supplies, interventions, and anything else deemed necessary to help these group of students. PCIS is fully staffed with 7 Special Education teachers, and 3.5 paraprofessionals to assist students with disabilities.

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 school evaluates the results achieved by the schoolwide program using a combination of data sources. The school looks for trends in the data to determine which groups are making gains and which are not meeting proficiency to provide additional remediation. This is provided during our MTSS program or the free after-school tutoring program.

Additional measures include:

State Annual Assessments: These assessments provide a summative evaluation of year-long improvement goals. The data is highly valuable because it can be disaggregated to offer detailed insights into various aspects of the school's academic performance, helping to identify trends and areas for improvement.

iReady Reports: Data from iReady assessments are used to monitor student progress in reading and math, providing insights into areas where students may need additional support.

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?

The school looks for trends in the data to determine which groups are making gains and which are not meeting proficiency to provide additional remediation. To determine whether the schoolwide program has effectively increased the achievement of students who are furthest from achieving the standards, the school uses a combination of data-driven strategies and assessments. The process involves:

Student Progress Monitoring: Student progress is regularly monitored through formative and summative assessments. This helps track whether students,

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particularly those furthest from achieving standards, are making progress toward meeting those standards.

Multi-Tiered System of Supports (MTSS): The MTSS framework is utilized to provide targeted interventions based on students' needs. The effectiveness of these interventions is assessed through continuous data collection and analysis to ensure students are improving in their areas of need.

Tracking Standards Mastery: The school tracks student performance on specific standards, focusing on students who score below mastery levels. This data helps identify trends in student achievement and areas that require additional support.

Reteaching and Retesting: For students who score below a certain threshold (e.g., 59 or below), the school implements reteaching strategies followed by retesting to ensure mastery. The improvement in retest scores is an indicator of the effectiveness of the program.

Goal Setting and Student Conferencing: The school engages students in setting individual learning targets and goals. Progress toward these goals is reviewed regularly through student conferencing, which provides insight into whether students are achieving the standards.

Teacher Professional Learning Communities (PLCs): Teachers collaborate in PLCs to analyze student data, share instructional strategies, and adjust teaching practices based on student needs. The effectiveness of the program is evaluated through the collective impact on student achievement.

Technology-Rich Assessments: The use of technology in assessments provides real-time data on student performance, enabling the school to quickly identify and address achievement gaps.

Formative Scores: Individual formative scores from tools such as iReady and benchmark or unit tests are analyzed to evaluate the impact of instructional strategies on struggling students. This helps in determining whether these strategies are successfully addressing their learning needs.

Weekly Standards Assessments: Both formative and summative assessments created by teachers are used to assess students' mastery of standards. These assessments provide insights into whether instructional practices align with the standards and meet students' learning objectives.

By analyzing the data collected through these methods, the school can determine whether the schoolwide program is successfully increasing the achievement of students who are furthest from meeting the standards. Adjustments to the program are made based on this analysis to ensure continuous improvement.

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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 school leadership team (SLT) meets monthly, or as necessary during the year and during the summer to discuss the plan, review for accountability, and make necessary changes that are more suitable for our students to maximize achievement. The school follows a systematic process to revise the schoolwide program plan, ensuring continuous improvement of students based on the evaluation. The process involves:

Data-Informed Evaluation: The Continuous Improvement Plan (CIP) Team regularly reviews student data and assesses the impact and implementation of current strategies. This includes analyzing assessment results, progress monitoring data, and other relevant performance indicators to gauge the effectiveness of the schoolwide program.

Needs Assessment: Based on the data, the CIP Team identifies areas where students may not be meeting goals or where current strategies may not be as effective as intended. The team reviews the goals, strategies, and activities within the schoolwide plan to pinpoint specific needs or gaps in student achievement.

Collaborative Review: If the evaluation indicates a need for changes, the CIP Team & SLT team engage in a collaborative review process. This includes gathering input from faculty, parents, and community stakeholders to gain diverse perspectives and additional insights on potential revisions.

Decision-Making: After considering all input and analyzing the data, the CIP Team makes informed decisions about necessary revisions to the plan. These changes are designed to address identified needs and improve student outcomes.

Communication and Implementation: Once revisions are finalized, the updated plan is communicated to all stakeholders, including teachers, parents, and the broader community. The school then implements the revised strategies and continues to monitor their impact on student achievement.

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.

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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 administration, in cooperation with the Continuous Improvement Plan (CIP) committee and school district officials, ensures that all programs and resources are strategically coordinated and integrated to maximize their impact on student achievement. Key aspects of this coordination include:

Federal Programs:

Title I, Part A: Provides supplemental funding to improve the academic achievement of disadvantaged students. These funds are used to support interventions, reduce class sizes, and enhance instructional programs.

Title II, Part A: Focuses on improving teacher and principal quality through professional development and recruiting highly qualified staff.

Title III: Supports English Language Learners (ELLs) by providing additional resources and instructional strategies to help these students meet academic standards.

Title IV, Part A: Provides funding for student support and academic enrichment programs, including well-rounded education, safe and healthy students, and the effective use of technology.

State Programs:

State Funding: In Alabama, state funding is allocated based on student enrollment, which directly impacts the number of teacher units provided to each school. This funding is comprehensive, covering not only the salaries and fringe benefits of teachers but also a wide range of essential educational resources.

State funding includes allocations for classroom materials and supplies, ensuring that teachers have the necessary tools to deliver high-quality instruction. This encompasses everything from basic supplies to advanced educational technology, which is crucial for modernizing classrooms and enhancing student learning experiences.

Additionally, the state provides funding for professional development, allowing teachers to continuously improve their instructional practices and stay current with the latest educational strategies and methodologies.

The funding also supports library enhancement, ensuring that school libraries are well-stocked with up-to-date resources that foster student literacy and research skills. Furthermore, state funds cover the cost of textbooks, providing students with the necessary academic materials to succeed in their studies.

Local Programs:

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Local Funding: Supports various school initiatives, including enrichment programs, extracurricular activities, and additional instructional resources.

Community Partnerships: Collaborations with local businesses, organizations, and volunteers that provide additional support and resources to enhance student learning and achievement.

State funds allow PCIS to hire highly qualified teachers and federal funds help us meet the needs of our students. For PCIS specifically, we also received Title I funds due to 50% or more of our population qualifying for free and reduced lunch. These funds allow us to hire additional personnel and resources to help us meet our goals and provide for continuous improvement.

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).

To effectively support the achievement of schoolwide goals, the school coordinates and integrates various Federal, State, and local services tailored to meet the specific needs of its students across different grade levels. Here's how these services are applied:

Violence Prevention Programs: The school implements a comprehensive anti-bullying program and Jason Flatt laws through its counseling services. This program provides students with a safe and accessible way to report harassment and bullying, fostering a secure learning environment that enhances academic achievement. Additionally, the school partners with local organizations, such as the Russell County Child Advocacy Center and the Russell County Crisis Center, to provide specialized instruction. These guest educators teach students about appropriate and inappropriate touching and deliver anti-bullying lessons across all grades, equipping students with strategies to handle and prevent bullying.

Counselors conduct regular large-group and small-group sessions that center on these areas as well as events for parents to address concerns and improvement strategies. As an additional service to the parents and students of PCIS, the current Principal's vision was to implement a quarterly "Teach the Parent" night that addresses specific areas that assist both parent and student in being successful. Topics covered are Bullying, Social Media Impact and Internet safety, School specific policies, PowerSchool, and Schoology parental access.

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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 Committee Sign In Sheet

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

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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))

PCIS holds an annual Open House to inform parents of the school's participation in Title I requirements. This year, a one-page document outlining the basics of Title I was provided to each parent that visited open-house. This year, Principal Taylor did a screencastify along with a slide show that presented the information and was emailed to all parents.

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 majority of meetings are held in the evenings to accommodate parent schedules. However, parents are encouraged to request appointments/conferences with school personnel during teacher planning periods or after school is dismissed for the day. PCIS personnel are sensitive to special situations and attempt to accommodate schedules when possible. Parents are allowed to conduct conferences via Google Meet but in person is the preferred method. As part of the ACIP, PCIS has plans for over 20 opportunities for parents to be involved on our campus during the 24-25 school year. Also, every year in Q4 PCIS visits EVERY elementary school to speak with 5th grade students and parents regarding their transition to PCIS and to answer and questions and concerns they may have.

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).

Highly involved parents are invited to participate in ACIP team meetings. All PCIS parents are encouraged to email or call with concerns or suggestions at any time. Parent Surveys are also sent out via blackboard for input from parents. This year, as a unique way of hearing from parents, Principal Taylor has added a section in the weekly newsletter called, "Ask Mr. Taylor". This is a place where parents complete a form with questions, concerns, shout outs and suggestions. The following week, Mr. Taylor will highlight select one or two and respond in the next weeks newsletter.

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

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Parental Involvement Funds are used for parent engagement activities such as STEM night, Parenting Day, Quarterly Teach the Parent Nights and other various events.

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))

When appropriate, PCIS will provide information in a format and language that parents can understand by providing Spanish translations of newsletters, conference information, and important school/home information. Additionally, PCIS has a full time ELL Specialist on site that interprets for parent conferences, and school events. This year, PCIS has 2 more staff members fluent in Spanish to assist with translations and interpreters.

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))

Parents and school staff jointly develop the parent/student/school compact which describes how families and the school will share responsibility for improving student achievement. Every student's family will receive a written copy of this compact to sign. This compact can be referenced during conferences to make everyone aware of their responsibility to achieve academic success. As stated above, parents may email or call with concerns or suggestions for the CIP.

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

Highly involved parents are invited to participate in the CIP process. All parents may email or call with concerns or suggestions for the CIP. Every parent involved as part of the CIP team has the opportunity to discuss concerns and bring ideas that will best serve all students.

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).

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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.

> PCIS offers Parenting Day and periodic conferences to clarify standards taught and benchmark assessments administered each school year. This information can be used by parents to improve student understanding and learning. PCIS encourages an open partnership between home and school to increase student engagement and 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.

> PCIS schedules a variety of events to promote parent involvement. Phone calls, face-to-face meetings, flyer invitations, emails, web-sites, weekly newsletters, and parent calls are used to communicate important activities taking place at PCIS. Parents are also given the opportunity to meet in person or virtually via Google Meets.

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:

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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.

> A parent resource area is located in the lobby of the main office. This area is set up to provide parents with access to school and community resources, technology, and school information. All documents related to curriculum, programs offered, improvement plans, and academic assessments are available to parents in this area. Upon request, parents are provided with resources and websites to assist students at home. Last year PCS began a new program PowerSchool and Schoology. Parents are given access via a parent portal to keep up with their students progress, assignments and grades, along with the ability to communicate with teachers. A "teach the parent" night was implemented to update parents on how to use Schoology and Power School.

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.

> Phone calls, face-to-face meetings, flyer invitations, emails, web-sites, weekly newsletters, and parent calls will be utilized to inform parents of activities taking place at PCIS. Parents are also given the opportunity to meet virtually via Google Meets. When appropriate PCIS will provide information in a format and language that parents can understand by providing Spanish translations of newsletters, conference information, and important school/home information and providing interpreters at school and during school events. PCIS held four "teach the parent" nights to inform parents of important issues with in PCIS

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

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school:

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

> PCIS has an open door policy that fosters continued communication between school personnel, parents, and students. Parents are also given the opportunity to meet virtually via Google Meets for convenience. AT PCIS, we provide parents and students with a Student/Parent Compact which is a 3 party agreement between them and the school to ensure every party is in agreement with their responsibilities to make the year a success for EVERY student. PCIS has quarterly 'Teach the Parent' nights to provide parents with the necessary tools to assist them in the ways to be informed of all things PCIS and how they can be a part of their individual student(s) success. As part of our climate and culture goals, PCIS has over 20 opportunities for parents to attend a day at the school to assist in PBIS' incentive days; snack cart days, pride breaks, pep rally's, etc.

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))

> When appropriate, PCIS will provide information in a format and language that parents can understand by providing Spanish translations of newsletters, conference information, and important school/home information. Additionally, PCIS has a full time ESL Specialist on site that interprets for parent conferences, and school events.

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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

⊞ Coordination of Resources

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eProveTM strategies: Goals & Plans

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

- **Yes**
- No

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Attachment Summary

Attachment Name	Description	Associated Item(s)
ACIP Committee Sign In Sheet		• 1
Coordination of Resources	Funding document to support ACIP Goals and Initiatives	•
Parent Student Compact		•
PCIS 2024-2025 BOY Goal Setting Document		•
PCIS 2024-2025 Mid-Year Review		•
Title I One pager		•
Title I Sign in Sheet		•