2019-2020 Title I Schoolwide Diagnostic for ACIP _09192019_11:09

2019-2020 Title I Schoolwide Diagnostic for ACIP

Phenix City Board of Education
William Wilkes
1212 Ninth Avenue
P.O. Box 460
Phenix City, Alabama, 36868-0460
United States of America

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Instructions

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

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

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.
1. How was the comprehensive needs assessment conducted?

The leadership team worked with the county curriculum supervisors to analyze the Scantron Assessment given during the 2018-2019 school year. We identified areas of focus and areas of strength within our school. Administrators met with grade levels to share our findings. We discussed strategies that may have contributed to our successes and various sources that will help promote student success in areas of weakness including Guided Reading, purchase of fictional book sets, individualized small group instruction based up Scantron Performance Series data.

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

The comprehensive needs assessment allowed us to focus on student growth and also focus on increasing proficiency. Students at PCES grew a total of +17 points in both Reading and Math. The grade level with the least gains on STAR Reading for the year: ***

3. What conclusions were drawn from the results?

Our plan of action (including goals and strategies) to increase areas of weakness pertaining to your academic data are as follows:

**Goal:** Increase the percentage of students scoring proficient on ********, with a special focus to increase proficiency scores in *****

**Strategies:**
- High-Quality Reading Instruction
- Reading Specialists, Intervention Teacher(s)
- Guided Reading Implementation
- Quality Intervention for Struggling Students
- Implementation of Dyslexia Intervention Strategies using SPIRE
- Early Bird Tutor
- Use of Formative Assessment data to drive instruction:*******

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

**Parent Surveys**

**Strengths:** Our school provides qualified staff members to support student learning. Our school provides an adequate supply of learning resources that are current and in good condition.

**Areas for growth:** Our school's governing body does not interfere with the operation or leadership of our school. My child has access to support services based on his/her identified needs.

**Staff Survey—Strengths:** Our school's purpose statement is clearly focused on student success. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

**Areas for Growth:** All teachers in our school use a variety of technologies as instructional resources. All teachers in our school personalize instructional strategies and interventions to address the individual learning needs of students.

**Student Survey—Strengths:**
- Early Elementary (Primary): In my school my principal and teachers want every student to learn. (96%). In my school my principal wants me to do my best work. (96%). My principal and teachers help me to be ready for the next grade. (96%).
- Elementary: In my school my principal and teachers want every student to learn.

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

Our school goals are derived based upon the needs of our demographic make-up including our ESL Population, our Economically Disadvantaged, and school-wide academic data.

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

Our goals are based upon Scantron, DIBELS Next, Percentage gaps in demographics, I-Now Attendance, Free/Reduced Lunch Program, and INow Discipline.
7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

We use averages from school-wide achievement in reading and math, INow discipline referrals, and school-wide attendance. Then we disaggregate the data to identify gaps in those areas, so we can address needs for specific groups such as Special Education students, our Spanish Speaking Families, and families who are Economically disadvantaged.

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.

Students will demonstrate a year's growth in both reading and math. At least 80% of students will gain 1 year of growth as measured by STAR reading and math. Teachers will provide reading and math lessons from programs that align with the Alabama College and Career Ready Standards. Those programs are research based. Teachers will implement daily Tier II intervention instruction as needed based on the results of weekly formative assessments and baseline data in reading. Title One tutors will assist with targeted interventions for Tier III at risk students.

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.)

Increase parental involvement at Phenix City Elementary School. Collaborate to improve parental involvement as measured by parents' perceptions of the school learning community. Phenix City Elementary School's website will be updated frequently so that parents can access information such as the Student Handbook, Code of Conduct, ACIP and other information pertaining to events happening in the 2019-20120 school year. Parents will receive information periodically through the SchoolCast phone notification system and teachers will keep connected with parents through email and At the beginning of the school year, teachers will provide a class syllabus that outlines the school year's expectations as well as other information pertaining to their child's class. Monthly parent newsletters will be sent home throughout the year that provide parents with an updated events calendar as well as informational tips pertaining to current health and educational trends. Teachers will keep parents informed of student's grades through weekly progress reports, daily planners, and class folders.

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.

Phenix City Elementary School provides afternoon services in our Hawks Aftercare program.
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.

Our Migrant students and English Language Learners are given assistance by our ELL Teachers who pull them daily for small group instruction based on their needs from WIDA data from the previous year. Our Economically Disadvantaged students are offered participation in Early Bird Reading or Math. We also have a backpack program which provides food for these students over the weekend when they may not have a meal. Our Special Education population is served by Resource Teachers who are familiar with each student’s specific learning needs. Neglected and/or Delinquent and Homeless Students are served by a variety of area agencies that work together with our Counselors to assist students and their families. The Turkey Take-Out Program provides Thanksgiving groceries for needy families. Our Counselors also work with area agencies to help provide Christmas food and toys for our neediest students.

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.

Parents of students identified as EL have quarterly meetings with central office personal.

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

26% of our staff did not return from the 2018-2019 school year. 5 resigned from Phenix City Schools, 2 transferred within the system, and 1 retired.

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

The experience level of key teaching and learning personnel are as follows: 1-3 years: 36% 4-10 years: 45% 11-20 years: 18%

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)?

We have a teacher mentor program to provide support to new teachers. We also include teacher input in making decisions regarding school-wide instructional programs and activities. We offer various opportunities for teachers to participate in leadership roles to further develop their personal interests in education.

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

We use school-wide assessment data to determine needs for PD in specific unit areas for Reading and Math. We have also used data to drive decisions to provide ESL Sheltered Instruction PD for specific grade levels based upon achievement gaps. We also utilize data of individual teachers to provide those teachers with additional side by side coaching and/or provide them with opportunities to observe teachers with strengths in those areas.

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

Teacher Data Meetings AMSTI Training Protected Reading Time PBIS CLAS Leadership Institutes Weekly School PDs

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.

We have six new teachers on campus this school year. One teacher will receive a mentor as she is in her first year of teaching.
12. Describe how all professional development is “sustained and ongoing.”
Throughout the year, we are providing training in Guided Reading with Scholastic to assist teachers in individualizing reading instruction. We have also set aside one afternoon per month and one long planning day per month to provide teachers with training based upon our formative assessments.

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.
This summer we held a Kindergarten preparatory program two weeks prior to the beginning of the school year. First grade has one transitional preparatory class that focuses solely on reading and math standards.

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 Phenix City Elementary School Leadership Team meets monthly to discuss implementation and progress toward our school-wide goals. If modification is needed, the team will collaborate to create necessary changes. The team is comprised of at least one representative from each grade level, special education, and resource (specialty) teachers.

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?

Phenix City Elementary School looks at Gap Achievement data from Scantron Performance tests, along with DIBELS Next data to determine which students were in danger of scoring non-proficient. We look at individual grade levels, classes, and subgroups to determine if our efforts are worthwhile or need modification.

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?

The regularly scheduled meeting on the SLT at Phenix City Elementary School starts the process of evaluation of our school-wide programs. Each grade level and specialty area is represented. We analyze data and collaborate to make adjustments in instruction for our students. After each meeting, the representative meets with his/her grade level cohorts and they create a plan to implement the change in their grade levels and classrooms.

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.

Title I
Alabama Math and Science Technology Initiative

Our leadership team comprised of Instructional Coaches, Counselors, Assistant Principal, and the Principal analyze data to determine the needs of our students and design our goals. We receive Title I funds which are used to provide Reading Intervention teachers and a classroom reduction unit. This money will also be dedicated to providing after-school reading and math tutoring to students who are identified through school-wide data as struggling learners. We also use those funds to communication methods in order to communicate with parents as well as provide professional development to achieve our school-wide goals. AMSTI is a state funded program which provides hands-on learning opportunities with embedded technology to enhance instruction.

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).

Our local school system is using the Safe Kids program in K-5 to address violence prevention with students through large group counseling. Our students also have access to the Free/Reduced School Lunch Program to ensure each child's basic needs are met in order to support student achievement. Our school is also a recipient of a food and vegetable grant and are provided the opportunity to be exposed to various fruit and vegetables.
Instructions:

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

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

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

- YES
- NO
- N/A

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

- YES
- NO
- N/A

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

- YES
- NO
- N/A
Parent and Family Engagement

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

The school will hold an open house before the start of the school year where parents are invited in for the administration to explain the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

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.

There is a flexible number and format of parent meetings as meetings are available before school, during teacher planning, after school, telephone, Skype, or Facetime.

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).

PCES will accomplish much of this through its annual parents' meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. PCES will offer an Open House immediately after the general Title I meeting with parents wherein parents will be given the opportunity to meet with their child's teachers and learn about individual class assessments and what their role will be in helping their child succeed.

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

Parents are invited to participate in monthly empower hour activities where parents are educated on various topics by outside speakers. Parents are also able to participate in a number of family nights and parenting day that happens yearly in October.

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))

Phenix City Elementary School provides parents of participating children information regarding Title I programs, the curriculum, and forms of academic assessments used at PCES at the annual meeting in August/September and at scheduled Title I meetings. Parents and stakeholders are welcome to make requests or to inquire about Title I and all other academic concerns. Parent/Teacher meetings can be set up anytime in the school year during the teachers' planning time. We have a Parent Day set aside in October.

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))

Each spring, the Title I planning committee will meet to review the school-home compact for revisions. Parents and teachers serve on the committee. Teachers use the compact to document parent contact throughout the school year. PCES and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the No Child Left Behind Act of 2000, agree that this compact outlines how the parents, the entire school staff, and the students will
share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

Phenix City Elementary School will provide parents access to the Continuous Improvement Plan through the school's website and will have copies available in the main office. Parents will be made aware that they can submit comments of dissatisfaction with the Continuous Improvement Plan in writing to any member of the planning team.

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.

PCES will accomplish much of this through its annual parents' meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. PCES will also offer an Open House immediately after the general Title I meeting with parents wherein parents will be given the opportunity to meet with their child's teachers and learn about individual class assessments and what their role will be in helping their child succeed.

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.

Phenix City Elementary School will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. All staff is expected to welcome parents to the school, as appropriate, and to work with parents to facilitate meeting their needs for their children.

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.

Phenix City Elementary School will 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.

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.

Information and school reports will be sent to parents in a language that they can understand, to the extent practicable. Interpreters will be provided to assist with parent communication between parent and teacher. Home visits and phone conferences will help parents who are unable to visit the school.

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. Phenix City Elementary School will establish a parent center within the school to house materials in English and Spanish for parents to checkout to learn about how they help their child to be successful. Throughout the year, parenting classes will be help on various topics including but are not limited to, reading with your child creating a home learning environment, working as a partner with your child's teacher, and health and safety tips. We will also offer computer training for parents.

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))

Information and school reports will be sent to parents in a language that they can understand, to the extent practicable. Interpreters will be provided to assist with parent communication between parent and teacher. Home visits and phone conferences will be held with parents who are unable to visit the school.
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**

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

- Yes
- No
## Attachment Summary

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