



Central High School's Title I Schoolwide Diagnostic for ACIP _08092020_14:40

Title I Schoolwide Diagnostic for ACIP

Central High School
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Instructions

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

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

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

Title I Schoolwide Diagnostic for ACIP

1. How was the comprehensive needs assessment conducted?

In July 2020, the School-wide Leadership Team reviewed the 2019-2020 plan to assess the degree to which implemented strategies had been met. Input was given on the following: which goals have been successfully mastered and need not be included in this year's plan; the goals that had been mastered but still require monitoring during the 19-20 school year; the goals that had not been mastered and must be included in the 2020-21 ACIP. Faculty members met to disaggregate standardized assessment data. The following assessment data was utilized: ACT and Pre-ACT. In addition, faculty members also looked at the SIR Report, which provided valuable attendance and behavioral data. Local data generated from the 19-Performance Series Assessments and ACT Online Pre Reports were also used to determine strengths and weaknesses. Utilizing all data gathered from the faculty meeting, the Leadership Team drafted the current ACIP for Central High School. When the draft plan was completed, it was shared with all members of faculty for input on modifications, if needed. Requested modifications were examined and decisions were made by the faculty. The finalized plan was sent to the district school board for approval and signatures. able to develop suggested strategies for student growth, professional development and budget needs. The needs will continue to be monitored in 2019-2020 to provide the best instructional practices.

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

Based on the results of the comprehensive needs assessment, it is evident that the learning culture need to be addressed by making the building more attractive and learner friendly for the students. There is also a need for professional development in the area or differentiate instruction improve the teacher role of facilitator. The improvement in differentiated instruction will improve the rigor and help meet the need of all learning styles to improve student engagement . The results also shows a constant need for parent and stakeholder involvement.

3. What conclusions were drawn from the results?

The results of the comprehensive needs assessment we are making some improvements in the area of mathematics while the ELA has remained stagnant. We saw a 4% increase in overall proficiency of our eleventh grade students Our attendance rate has improved and disciplinary offenses have decreased. The results also showed that there is a need for improved collaboration with parent and stakeholders.

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

As a result of analyzing student, parent, stakeholders data from the school we must continue to the implement research based strategies to support teaching and learning. Additional training on instructional strategies and culture/climate are going to be implemented to meet the needs of all students. Our student surveys showed that our students are learning and being taught by caring staff in a safe environment.

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

Central High Schools' goals directly correlate to our priority needs and the needs assessment. The data analysis has lead us to our schools' deficit areas and has helped us to identify our struggling learners. We are able to prioritize and assess areas of weakness and then discuss what strategies and activities we would implement to increase proficiency in these areas. The goals of our schools' improvement plan were developed based upon our curriculum-based assessment data analysis, perception data, and sub-group analysis.

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

The schools goals that are set for Central High are directly in line with the district goals to improve college and career readiness for student growth. Disaggregated data of student and teacher performance will provide the school administration evidence to seek the appropriate professional development and resources to ensure academic success of all students

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

The goals that are set forth at Central High School provide opportunities for multiple forms of data to be analyzed. During data meetings and departmental meetings, the administration and teachers discuss and evaluate multiple forms of data to ensure that all of the assessments are aligned to prescribe accurate instructional strategies to meet the needs of all students

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.

Central High School uses a variety of educational strategies to improve instruction. The strategies are all centered around teaching and learning. The strategies are as followed: Explicit Instruction, Data Analysis and Double Dose 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.)

Central High School implements RTI initiative that begins at the beginning of each year monitoring students' progress following the tiered level approach. Teachers and parents meet with the Problem Solving Team to address strategies that have been implemented over a period of time. The strategies are assessed for effectiveness and progress of the student. In addition, the district has a mental health worker who works with students that are experiencing mental issues.

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.**

The school offers after school tutoring for students who are experiencing difficulty in their classes. The support is coordinated with performance of students in their classrooms.

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.

Each year the leadership team meets to identify strengths and weaknesses of the student population. This team includes teachers from the content areas,

administrators and school specialists. We disaggregate the data to identify standards and skills that are consistently low through out the school population. We then formulate action steps and strategies to address the needs. Students are placed in specialized groups to be remediated by the teachers during our intervention period. IEPs are also reviewed to assess the effectiveness of strategies and actions steps if need be we suggest addendum to the IEPs. We set up benchmarks to progress monitor the effectiveness of the strategies. We also offer after school tutoring for additional support.

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.

n?A

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

Central High School has a total of 25 faculty and staff members. At the end of the 2019-2020 school year, we had two teachers retire, two non renewal .

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

Central High School teachers ranges from 1-25 years experience. The teachers have the following experience: 3 , 1-6 years, 5, 7-12 years, 2, 13-18 years, 2, 19-24 and 2, 25-30

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.

The school data is used to identify areas of strengths as well as weaknesses. We examine the data to identify any trends in the result. It trends exist over a period of time this identifies a need for professional development in this area.

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

Much of our professional development is offer during a Mega Day professional in service based on teacher and students' needs. We also offer monthly professional development at our school. The effectiveness of the professional development is gauged on teacher and student performance.

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.

Each new hire regardless of experience is assigned a school based mentor to aid in smooth transition into the school population. Our district also has a Beginning Teacher program that is a requirement for all new hires to the district. This program provides professional development in areas of data analysis, classroom management and instructional practices.

12. Describe how all professional development is "sustained and ongoing." Professional learning is sustained and ongoing by using the results of the comprehensive needs assessment to create a written professional development plan which is aligned to the goals, objectives, strategies in our school wide plan. Any professional development activities that are offered to our teachers is expected to be implemented in the classroom. Administrators do classroom visits to inspect the level in which the professional development is being implemented. These observations are used to determine if there is a need for additional training.

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.

Each year our school has three transition meeting with our local middle schools. During these meeting we discuss standards that are consistently low through out the district. The meeting are designed to give insight on the performance of the incoming students. In addition, we discuss common academic and social issues seen in the high school. We then formulate a plan of action to address the issues. This plan is used at the middle and high school to help teachers prepare the incoming students to the 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)

Curriculum and learning experiences in each course/class provide students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. School leadership team have developed a unique after school

learning program to address struggling learners, students who need additional help, and homework completion. Monday-Friday students are offered school based support in all academic areas from 3-5 through our ASU Trio 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?

Central High School schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program of the school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on College and Career Readiness Standards. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. The school-wide program is evaluated regularly through observations, instructional rounds, and surveys. Common formative assessments and common summative assessments are administered to determine students' growth. Professional learning is provided through our school and district. Teachers with ample opportunities to share and discuss strategies and resources.

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?

Central High School evaluates annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, via state and district assessment reviews. Students who are farthest behind receive additional instruction. Students who struggle to master a particular standard or learning target receive additional support for the grade level teacher who may best meet the needs of the strugglers. Results from the unit assessments and formative assessments are used to determine if the students who are furthest behind are making significant progress.

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 purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. Thus, the results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the school should revise its existing plan to

incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels. All areas of the plan is reviewed and reflections are discussed to determine if the strategies and action steps were effective. If goals were not met, strategies and actions may be revised. Goals may be modified based upon the current needs of the school.

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.

n/a

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).

Central High School coordinates the use of all Federal, State, and local programs and services. Title I funds are used to provide services for goals in Reading, Math and parental involvement. The services provided with the funds are teacher professional development, materials and supplies, and parental involvement activities.

ACIP Assurances

Instructions:

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

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

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

☒ **YES**

☐ NO

☐ N/A

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

☒ **YES**

☐ NO

☐ N/A

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

☒ **YES**

☐ NO

☐ N/A

Parent and Family Engagement

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

It is the desire of Central High School to foster nourishing growth and sound development of each individual academically and emotionally who will thereby be prepared to intensely compete in a global society. To ensure this and make sure that parents and students take an active role in their education, it is essential that a solid line of communication be established between the school and home. A meeting with the parents and stakeholders are held September of academic year. These meetings will be coordinated with parent schedules to allow for greater attendance. Parents are asked throughout the school year to serve and review the plan and parent compact as well as recommend any changes they would like for consideration by the committee. Additionally, Central High School will utilize parental involvement funds to educate parents on relevant educational topics.

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.

Communication between home and school is regular, two-way and meaningful. Parents are provided with current information regarding school policies, practices and both student and school performance data. Parents are welcome in our school and encouraged to support and assist the faculty and staff of Central High School. There is a place for parents to sign-in near the entrance where they are greeted by office staff. Every attempt is made to create a climate in which parents feel valued and welcome, so this year our meeting is planned to rotate between our local churches in Mosses, Alabama.

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).

During the review process, parents are notified of the review through notices sent home. The notices make parents aware the plan is under review, copies are located in the library, counselor office and main office, and parents have the right to give input regarding the revision of the plan. If a parent finds the plan to be unsatisfactory once it has been finalized and approved, they have the right to submit their concerns in writing to the school.

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

Central High School uses information from survey and notes from our 1% set aside meeting. It was recommended that we make available more information on bullying . We used these funds to purchase information on how to deal and resolve bullying in the school.

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))

A Parent-Student-Teacher-Principal Compact is distributed to create a chance to pledge our dedication and loyalty to student success. Progress reports and deficiency reports are sent to parents every three weeks to keep parents and students abreast of progress or deficiencies. Conferences are scheduled at times convenient for parents to discuss areas of concerns as it relates to students performance report cards, profile sheets, Chalkable and ACT data.

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))

Central High School's school compact is updated and reviewed each year for the upcoming school year. In this compact, the students, teachers, and parents promise to do their share in the promotion of academic achievement, positive behavior, and school attendance. Each teacher will house the compact in his/her classroom.

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

During the review process, parents are notified of the review through notices sent home. The notices make parents aware the plan is under review, copies are located in the library, counselor office and main office, and parents have the right to give input regarding the revision of the plan. If a parent finds the plan to be unsatisfactory once it has been finalized and approved, they have the right to submit their concerns in writing to the school.

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.

Central High 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. This year, our ACIP committee placed special emphasis on the need to ensure a closer connection between our school's identified goals and our parent involvement activities. The Instructional Assistant will set the expectation that teachers work closely with our PTO officers in planning parent involvement activities and materials that best meet our school's identified goals.

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.

Central High has an open door policy and welcomes all parents to the school. Our faculty and staff are trained to always make our parent feel comfortable. Phone calls to parents, newsletters, emails, access to Chalkable, and conferences are used to inform parents of academic/behavior success of students

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.

Central High School coordinates its parent involvement program for all parents. We currently have parent pamphlets displayed in the main office as well as the counselor office to provide parents with information to help their children to be successful in 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.

Central High School has variety of way to communicate with our parents. Teachers are required to maintain contacts logs that are collected each month. These logs are used ensure that our teachers are making contact with our parents when concerns both academic and behaviorally may occurs. We also use the school cast system to communicate with our parent via the telephone. Also we use our school news letter and school website communicate with our parents .

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.

Central High School makes every effort to inform parents of all events in the school. Newsletters, School Cast, the marquee, and the school's website are some of the tools used to reach 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))

N/A

Coordination of Resources - Comprehensive Budget

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

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

● **I have completed and uploaded the Coordination of Resources - Comprehensive Budget.**

○ I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

ATTACHMENTS

Attachment Name


eProve™ strategies: Goals & Plans

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

☒ **Yes**

☐ No

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--------------------------------------------------------------------------------------------------|-------------|--------------------|
|  Title I Budget | | . |