



2021 - 2022 Title I School wide Diagnostic for ACIP
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Title I Schoolwide Diagnostic for ACIP

Brookhill Elementary School
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Table of Contents

Instructions	3
Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	15
Parent and Family Engagement	16
Coordination of Resources - Comprehensive Budget	21
eProve™ strategies: Goals & Plans	22
Attachment Summary	23

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

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

1. How was the comprehensive needs assessment conducted?

At the beginning of the school year aimswebPlus, ACAP, and WIDA scores were analyzed. Strengths and weaknesses were identified by faculty members using appropriate data. After analyzing the data and identifying areas of focus, teachers then discussed and committed to implementing strategies that they could use in their classrooms to address the targeted deficiencies per standard.

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

Kindergarten-Total Early Literacy - Fall 2020 - Spring 2021 38.2% -26.7% High Risk 28.3% - 6.7% Moderate Risk 33.3% - 66.7% Low Risk First Grade-Total Literacy- Fall 2020 - Spring 2021 65.7% -48.8% High Risk 12.9% - 12.5% Moderate Risk 21.4% - 38.3% Low Risk First Grade-Oral Reading Fluency - Fall 2020 - Spring 2021 60% - 48.8% High Risk 20% -18.8% Moderate Risk 20% - 32.6% Low Risk Second Grade-Oral Reading Fluency - Fall 2020 - 2021 26.6% - 17.7% High Risk 12.3% - 14.7% Moderate Risk 61.6% - 66.6% Low Risk Third Grade - Oral Reading Fluency - Fall 2020 - 2021 21.4% - 16.9% High Risk 7.1% - 18.6% Moderate Risk 71.4% - 64.5%. Low Risk Kindergarten - Total Math Composite Fall 2020 - Spring 2021 29.5% - 26.7% High Risk 31.1% - 6.7 % Moderate Risk 39.3% - 66.7% Low Risk First Grade - Total Early Numeracy Composite Fall 2020 - Spring 2021 34.3 % - 36.3% High Risk 24.3 - 6.3 Moderate Risk 41% - 57.5% Low Risk Second Grade - Total Math Composite Fall 2020 - Spring 2021 35.4% - 13.5% High Risk 24.6% - 2.7 % Moderate Risk 40.% - 83.8 Low Risk Third Grade - Total Math Composite Fall 2020 - Spring 2021 30.4% - 20.3% High Risk 12.5% - 5.1% Moderate Risk 57.1% - 74.6 % Low Risk

3. What conclusions were drawn from the results?

After reviewing the data from aimswebPlus, we concluded the following: Kindergarten -Total Early Literacy showed growth from 33.3% at the beginning of the year to 66.7%. The same group of students are beginning first grade in 202021 with 39.8% low risk. First Grade - Total Literacy Composite score (Nonsense Words, Oral Reading fluency and Word Reading Fluency) showed growth from 21.4% at low risk to 38.3% Low risk. The same group of students are beginning 2021 with 45.1% low risk in Total Reading Composite (Oral Reading Fluency, Reading Comprehension, and Vocabulary) First Grade - Oral Reading Fluency showed growth from 20% at the beginning of the year to 32.6% low risk. The same group of students are beginning 2021 36.1% low risk in Oral Reading Fluency. Second Grade - Oral Reading Fluency (ORF) showed growth from 61.6% at the beginning of the year to 66.6% low risk at

the end of 2021. This same group of students are beginning 2021 with 73.3% low risk. Third Grade - Oral Reading Fluency (ORF) showed a drop from 71.4 % low risk at the beginning of the year to 64.5% at the end of 2021. We do not have data showing how this group of students started in the fall of 2021. We are waiting on the State to release scores from ACAP. Kindergarten - Math Composite showed growth from 39.3% low risk to 66.7%. The same group of students are beginning 2021 at 53.75% Low risk. First Grade - Total Early Numeracy Composite showed growth from 41.% to 57.% low risk. The same group of students are beginning 2021 at 45.1% Low Risk. Second grade - Total Math Composite showed growth from 40% low risk to 83.8%. The same group of students are beginning 2021 at 75.9% low risk. Third Grade - Total Math Composite showed growth from 57.1 % low risk to 74.6%. We do not have data showing how this group of students started in the fall of 2021. Based on the data each grade level chose one area of focus and set goals for the 2021 - 2022 school year. Kindergarten - Letter Word Sound Fluency - Fall 2021 scores 62% Low risk - Goal for Spring of 2022 - 90% low Risk Quantity Total Fluency - Fall 2021 scores 39.% Low risk - Goal for Spring of 2022 - 75% low Risk First Grade - Oral Reading Fluency - Fall 2021 scores 36 % low risk - Goal for Spring of 2022 - 80% Low Risk Concepts and Applications - Fall 2021 scores 62% Low Risk - Goal for Spring of 2022 - 80% Low Risk Second Grade - Oral Reading Fluency - Fall 2021 scores 45% Low Risk - Goal for Spring of 2022 - 60% Low Risk Number Sense Fluency - Fall 2021 scores 60% Low Risk - Goal for Spring of 2022 - 75% Low Risk Third Grade - Oral Reading Fluency - Fall 2021 scores 73% Low Risk - Goal for Spring of 2022 - 85% Low Risk Concepts and Applications - Fall 2021 scores 68% Low Risk - Goal for Spring 2022 - 80% Low Risk

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

We can conclude by studying aimswebPlus and ACAP that Kindergarten students will need to receive continued focus on multi-sensory phonics support while our second and third graders will use decoding skills, vocabulary, and fluency strategies to read and comprehend fiction and non-fiction texts which in turn will improve Oral Reading Fluency.. We will continue to support students in grades K - 3 for optimum math performance, especially those in our targeted demographic group, Meal assistance. Because we are in a high poverty area, we will build confident and actively engaged students who are leaders of their own learning.

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

The school goals are based on analyzing data and determining specific areas of need in Reading and Math. Percentage increases are set and these goals are obtained through classroom instruction during Tier 1, Tier 2. Students who fall

below 25% will need more focused intensive instruction and support and are considered high priority students. These students receive Tier 3 extra support as needed and determined by the Student Support Team (SST). Data is analyzed throughout the year to determine if the goals are being met and that students with priority needs are getting the support that is needed.

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

Our academic goals portray a very clear analysis of aimswebPlus and ACAP, and as well as teacher evaluation, monitoring, and input. We will use this data to form instructional groups and Progressing Monitoring to determine where the needs are. The goal will be to decrease the number of students in Intensive and Strategic in aimswebPlus and show mastery in Standard Base standards. Reading and Math aimswebPlus data will be analyzed to determine students' needs and close the gaps for our high priority students. We will also strive to target English language acquisition for our students who take the ACCESS test and are receiving EL services. Students who are not making gains or improving based on the data from these assessments are referred to the Student Support Team through the RTI process.

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

All students at FAME Academy/Brookhill Elementary School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, EL services, Special Education services, and counseling services. FAME/BES used the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary counseling, school supplies, food, clothing, and shelter.

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.

Intentionally plan, apply best practices, and use progress monitoring in order to create a positive trend in foundational data.

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.)

FAME Academy/Brookhill students receive large group counseling with our school counselor twice a month. These classes provide support for students' social, emotional, and mental health through age-appropriate lessons and activities. Students may also receive individual or small group counseling time if necessary. Each week, our High School "Eagle Buddies" come to FAME/Brookhill to read books to the class, work with small groups or one on one, and serve as a mentor to our young learners. RSVP (Retired Senior Volunteer Program) tutors also work with priority students to provide academic support in reading and math. In addition to striving to meet the social, emotional, and academic needs of our students, we address the nutritional needs by providing 2 meals per day. All students receive Breakfast in the Classroom and a healthy lunch daily. Some FAME/Brookhill students participate in the Full Tummy program and receive nutritious foods to take home each weekend. Students who participate in our Latch Key program are also provided a snack and drink each day. As part of our Fine Arts focus at FAMEAcademy/Brookhill, we partner with First National Bank, who are available to provide learning activities to our classes. In addition, a Career Fair is scheduled each Spring and 3rd-grade students are given opportunities to learn about post-secondary opportunities and how to become a part of the workforce. This information is used to help guide students into areas of interest as they explore options beyond high school coursework. Our teachers meet regularly to collaborate and assess student growth. Data is reviewed and instructional grouping is considered for Tier II. All students participate in Tier I and/or Tier II instruction and teachers develop scaffolded activities to meet the needs of all learners. Accommodations are made as needed and progress monitoring is taken to show growth or need for additional support. The Student Support Team meets regularly

to determine the next steps for academic and behavior concerns and helps to develop plans for any student of concern. Students who fall below 25% in Reading are considered for Dyslexia screening and placed in Tier III for intervention. These students receive instruction in Kendore/Letters, a multi-sensory reading intervention program, based on the Orton-Gillingham approach along with the S.P.I.R.E. program. Special Education services are made available for students who qualify for and Individual Education Plan (IEP) and these plans are reviewed annually to determine goals for the next year. Our school district offers early intervention for preschool students who have a disability and qualify for an IEP.

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.**

Throughout the school year, FAME Academy/Brookhill provides information about services, programs, and activities to promote and reinforce academic growth. At our annual Title 1 Parent meeting, we provide parents resources for use at home and make available materials that can be checked out from the Title 1 classroom. These materials are available to all students and families. SeeSaw, a digital portfolio, is a tool that teachers use to share information, communicate information, and provide a way for parents/families to support and reinforce academic skills. In addition, we offer Kindergarten Camp for our incoming Kindergarten students for a "sneak peek" of what is to be expected when school begins. We offer Literacy camp with year to provide extra support for our lowest 12% of students based on their scores from Mid-year Dibels and PIVOT. The literacy camp consisted of 3 weeks of intensive literacy skills. We offer Latchkey, an after school childcare program, led by an instructional support staff member who provides quality activities each afternoon for students whose parents are working. Some of our students attend the Athens Boys and Girls club, and programs offered by Athens State University Education Department. Parents are always encouraged to be involved beyond the school day by attending conferences, Showcase Nights, Title 1 Family Nights, Field Day, Fun Run, and school workdays. Due to COVID-19, the Showcase Nights, Family Nights, Field Day, and Fun Run will be paused until further notice.

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.

Athens City School Director of School Operations identifies the students in our district who are considered migrant, ELL, economically disadvantaged, and homeless and the Exceptional Services Coordinator oversees the students served through Special Education. All students at FAME Academy/Brookhill, including migrant, ELL, economically disadvantaged, special education, neglected or homeless

have access to all programs provided to every student. This included free or reduced meals, Title 1 services, Special Education services, EL services, and counseling services. FAME Academy/Brookhill uses resources provided through the Department of Human Resources, Department of Mental Health, and other community resources to provide students with necessary school supplies, meals, clothing, and shelter. All students must be provided with free and appropriate public education that is provided to all children and youth and held to the same state student performance standards without being stigmatized. All parents complete an Agricultural Survey and the ALSDE determines potential migrant families. In addition, all parents must complete a Home Language Survey to determine eligibility for services provided through the EL program. Students that are tested as English Language Learners take the WIDA ACCESS tests. If students qualify for services, parents have the right to waive. If parents agree, the EL committee meets to determine placement for the student. The committee consists of the EL teachers, parent/guardian, student's teacher, counselor, administrator, and translator if needed. The committee reviews the EL plan for each student annually. If a student scores proficient on the WIDA and is performing on grade level, they become eligible to exit the EL program and will be monitored for two years. Services provided through the EL program included, but are not limited to content area tutoring, pull-out EL, individual support, and content-based EL. Students who are identified as Homeless or economically disadvantaged are offered equal access to all programs and services available to other students at FAME Academy/Brookhill. Students with low family income and who qualify may receive free and reduced lunch. The Athens City Schools Homeless Liaison is responsible for identifying homeless students upon enrollment and providing them with support. The school uses the Alabama State Department of Education and federal regulations and definitions to identify homeless students and provides them with appropriate services. Economically disadvantaged students may qualify to receive the Full Tummy project which is offered through community agencies and provided weekend food and snacks. FAME Academy/Brookhill provides specials education services and uses appropriate procedures in accordance with federal and state laws and regulations. Evaluation is conducted to determine if a student is eligible for special education services. If a student qualifies for services, an Individual Education Plan (IEP) is written. Each student served through special education has an IEP in place that outlines additional resource time and/or classroom support in reading and math. In addition to core subject areas, other needs that are addressed in the IEP include speech, language therapy, occupational therapy, social skills instruction, behavior management, and enrichment.gifted services. Other needs addressed might include the concerns of the parent, the academic developmental, and functional needs of the child. Students receiving Special Education services receive all of the same academic and educational

experiences as General Education students. Supplementary services, devices, and support are used as needed. Students with disabilities receive all special areas of education including art, music, EL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities with non-disabled peers.

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.

Everything is sent home in their native language. Our ELL teacher, as well as our district's interpreters, are available for support and communication.

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

FAME Academy/Brookhill has a low teacher turnover rate every year. For the 2021 - 2022 school year, there are five new teaching positions open due to teachers leaving our system, growth within the system and transferring to a new grade level. The staff makeup is as follows: Kindergarten - 5, First - 4, Second - 4, Third - 4, Non-Homeroom - 17 includes Special Education, Title 1, EL teacher, Art teacher, Music teacher, Media Specialist, Guidance Counselor, PE teacher, Instructional Partner, 2 Custodians, 4 Instructional Support, 2 Administrative Support Staff.

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

Bachelors Degree - 2 Masters Degree - 20 Doctoral - 1 Working on National Boards - 2 Non Tenure - 6

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

The Athens City school district traditionally has a low turnover rate for qualified teachers. Every year district representatives attend job fairs in Alabama that are sponsored by colleges/universities for the purpose of attracting highly qualified (HQ) teachers. Prospective teachers are given information about Athens City Schools, the city of Athens, and neighboring communities. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. Administration determines personnel needs that require the use of Title 1 funds. Applications for teaching positions are posted on the Alabama State Board of Education website when they are available. FAME Academy/Brookhill follows guidelines set forth by the ACS Board for hiring and strives to attract highly qualified and experienced teachers for our school. First-year teachers are often assigned mentors within the school and are monitored all three years by the Administration/Central Office staff. All teachers are required to participate in professional development activities organized by the

administration of the local school and encouraged to seek additional professional development throughout the school year. New teachers plan with co-teachers in their grade level to plan lessons and faculty meetings and professional development opportunities keep faculty members focused and engaged in the profession.

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

Teachers will participate in Professional Learning Communities three times a year to plan high-quality effective research-based instruction to help address our system-wide goals. These goals also connect to our school-wide goals. Our teachers and staff will meet in grade-level meetings to collaborate, unit plan, and assess data twice a week. FAME Academy/Brookhill also offers a vertical-planning time with all Classroom teachers and Special Area teachers one day a month.

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

All FAME Academy/Brookhill teachers, administrators, and Resource teachers will attend workshops for training in SEL (Social and Emotional Learning) professional development as well as Portrait of a Graduate. This training is being used to help students deal with many social and emotional issues they face daily with the home as well as the uncertainty of the COVID pandemic. Second and third-grade teachers will receive extensive training in Kendore Learning to support the newly adopted phonics/reading activities. FAME/Brookhill teachers are being trained in LETRS and AMSTI Math. All teachers will establish new school procedures and protocols, discussing and developing ideas for Unit planning and PBL activities. In addition, PLT (Professional Learning Team) meetings will be offered throughout the year on district Professional Development days. These days will be used to analyze data, as well as determine ways to move toward standards-based teaching/grading, problem-based learning, and current trends in education.

11. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New teachers work closely with our instructional partners to make sure best practices are used in the classroom. The IP guides, models, and assists new teachers in creating curriculum-rich environments and developing Standards-Based teaching based on best practices and research-based strategies to support Standards-Based teaching. In addition to the observations, new teachers participate in after school training and workshops with a mentor teacher to continue professional learning.

12. Describe how all professional development is “sustained and ongoing.” The Instructional Partner works with teachers throughout the year and helps identify areas in need. The instructional Leadership Team (ILT) meets monthly to collaborate and discuss issues that pertain to professional development that need to be addressed at faculty meetings or grade level meetings. Collaborative meetings are held each week during planning with administration, Instructional partner Media Specialist, and Fine Art Specialist. Teachers also meet to collaborate during common planning each week. District-wide and regional in-service professional development are offered throughout the school year as well as in the summer.

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.

The staff at FAME academy/Brookhill places great importance on helping our students transition from home to school and from grade to grade. We realize that the students must be supported not only academically, but socially and emotionally as well. Our students enter Kindergarten from home or pre-K environment and leave our school to enter Athens Intermediate School. In order to help our students make a smooth transition, we offer the following: Kindergarten Pre-registration in early Spring and Kindergarten Camp for incoming Kindergarten students is offered in the summer. Supply lists are included at the end of the year report card for the next year. Meet the teacher night is offered one to two nights before school. Students in third grade will visit Athens Intermediate school for a tour in the spring.

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?

Parents, teachers, and students are given the opportunity to participate in surveys to evaluate the school-wide programs. Teachers use data and surveys to assess how the implementation of the school-wide program is meeting the goals and objects that are set in the CIP. The responses from the survey are reviewed, tallied, and recorded for the improvement of the program and changed to the programs that are made the following year.

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?

Teachers meet regularly during Collaborative Grade Level meetings to focus on ways to use results from DIBELS, Performance Series and Access assessments to guide instruction and determine the strengths and weaknesses of students. This data is used to develop the goals, objectives, strategies, and activities for the CIP in order to increase student learning and academic achievement. Students who fall below the 25% in aimswebPlus, or other assessments, are given extra support through Tier 2 and Tier 3 support, tutoring, or other means. These students are monitored by SST and data is tracked through PowerSchool. If necessary, referrals are made for further evaluation to ensure that all needs are being addressed. Throughout the school year, FAME academy/Brookhill evaluates the effectiveness of the school-wide program collaborative grade-level meetings, ILT meetings, SST meetings, and PowerSchool. Students who are receiving intervention in Tier 2 or Tier 3 are monitored and teachers look for gains or mastery of achievement. Goals are set for each student and progress monitoring data is entered in PowerSchool to track 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?

Following aimswebPlus, and other assessments, FAME/Brookhill teachers analyze the data to determine if the CIP goals are being met. Adjustments and/or revisions are made and new goals may be added as needed. If data prove that goals are not being met, the teachers, principal, resource teachers, and ILT/CIP team meet to make changes to the CIP in order to reach the goals.

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.

Several monetary sources are combined to fund the financial management and instructional planning of FAME Academy/Brookhill. These include but are not limited to the State of Alabama School Foundation, Title I School-wide, and Local Funds. The State of Alabama School Foundation funds the basic programming of teachers units based on student enrollment. School-wide Title money is used to supplement regular funded programming of the school. The Title I teacher and the EL teacher provide Tier II small group instruction to students and monitor the progress of other students. The salaries of these teachers, instructional spending cards, and parental involvement money are used to provide activities, purchase materials, technology, and development for teachers, parents, and students. The Title I budget for 2021 - 2022 is approximately \$113,171.51, \$109,234.58 for salaries & benefits, \$1,168.89, budgeted for Parent involvement and \$3,936,93 for Materials and Supplies. Local Funds include money that comes from the PTO budget. These funds provide \$100/teacher for supplies and materials not covered under the State Funds, copy paper, contract, and supplies, laminating film, and workroom supplies, incentive programs, and teacher appreciation.

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).

FAME Academy/Brookhill does not receive money for violence prevention, however, our school counselor teaches lessons about bullying and respect for individuals. Athens City Schools provide affordable and nutritious meals to all students enrolled. Breakfast in the Classroom is also provided at no cost to the students. The Child Nutrition Program processes applications for meal assistance (Free or Reduced) and parents may apply online or complete an application. We do not receive funding for housing programs. Head Start, adult education, vocational or technical education, or job training.

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))

During the 2021 - 2022 school year, due to COVID-19, Parents were informed via the school newsletter and digital communication of the rights and requirements of the Title 1 program along with notes with individual students. Written communications were in both English and Spanish. The parent advisory committee met via Zoom to discuss the needs of the school.

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.

We encourage parent involvement and strive to offer parents meetings that will offer options and opportunities for parents to attend and share. This year, due to COVID-19, our meeting was via a digital newsletter. In addition, our parent resources are being collected and stored in a room for parents to check out during school hours. With the uncertainty of COVID-19, parents may or may not be allowed to check out materials.

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).

We believe in the importance of involving parents in all aspects of the Title I program. Parents are given the opportunity to revise the LEA Parental Involvement Plan and participant in helping to develop the plan. Two Parents serve as representations on the Continuous Improvement Committee (CIP) and actively involved in the development of our plan. In addition, all parents are given the opportunity to review the plan and offer their input before the plan is approved. Parents are given surveys at the end of the school year seeking their input on activities, training, and materials that the school should off to parents during the next school year. Following the end of the year Parent Survey, the CIP committee reviews the surveys and parental input to determine changes that need to be made. The CIP and the Parental Involvement plan are available at the end of the school year and a copy is located in the school office for parents to review at any time.

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

The Parental Involvement funds for FAME Academy/Brookhill are used to fund materials and supplies for parents to use at home with their students. Due to the COVID-19 pandemic, digital resources will be provided for at-home support. The money will be set aside to provide Kindergarten students a "Welcome to Kindergarten" bag with activities, books and tools need to aid in their success during their first year. The money will also be set aside for Summer Literacy Camp supplies.

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))

Parents of students at FAME Academy/Brookhill receive information regarding students in various ways. Prior to COVID 19, parents were invited to the school throughout the year and given information about the curriculum, forms of assessment that are used, and to see Project Based Learning activities that students have completed. A school-wide newsletter is sent electronically each week. This form of communication gives information pertaining to school activities, upcoming assessments as well as meeting opportunities to learn more about the academic expectations, curriculum, and assessments. Teachers plan teacher conferences with parents via zoom or phone to explain grade-level standards and reporting and offer strategies for parents to help their child at home.

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))

Due to COVID-19, our parent meeting was held via Zoom. The parent meeting gives the parents an opportunity to review and update the School-Parent Compact. The school compact was reviewed and revised to meet the needs. The School-Parent Compact was sent home at the beginning of the school year in the student's native language and signed and returned to school. The classroom teachers use these compacts when parent-teacher conferences are held. These compacts are kept in the classroom. A copy of all the school Compacts are kept on file in the Title I resource room.

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

The Continuous Improvement Plan (CIP) will be added to our school website along with a Google Form asking for feedback from parents. The CIP will also be added to the weekly Newsletter which goes out to all parents.

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.

FAME Academy/Brookhill will accomplish much of this through its annual parent meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, assessments, daily progress information from grades K-1, and information about progress reports every 4 weeks in Grades 2-3. In addition, an explanation will be given regarding Title 1 what services will be offered, and how parents can be involved in their child's education. Due to COVID-19, all meetings were via Zoom, Newsletters, or Digital SMORES.

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.

Due to COVID-19, all communication with parents will be through zoom, digital newsletter, emails, and phone calls. Prior to COVID-19, the teachers encourage parental involvement through volunteering in the classroom, eating lunch with their child, participating in PTF, field trips, and field day. Each teacher makes a phone call

to the parents of the students in their room during the first month of school with a positive comment. Parents are also encouraged to attend parent-teacher conferences. All teachers are utilizing Seesaw for Parent engagement. Seesaw is an app that gives families an immediate and personalized window into their child's school day and makes communication with teachers seamless.

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.

FAME Academy/Brookhill will continue to work with its teachers through professional development, faculty meetings, and grade level meetings in understanding the importance of parental involvement. Due to the uncertainty of COVID-19, parent meetings and all communication will be encouraged via Zoom, email, or telephone calls. The guidance counselor is available to meet the needs of their children. All parents are encouraged to log in to the Seesaw app to see their child's work throughout the day.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

FAME Academy/Brookhill coordinates parental involvement among programs and all funding sources in the school. Every effort is made to ensure that this

coordination of resources provides the best opportunities for all members of the parent community to fully participate in the education of children. Funds allocated for Parent Involvement are used to give all of our Kindergarten students a Welcome pack. Due to COVID-19 parental involvement will be limited. Books will be purchased 2 twice a year and given to each student to keep at home . This will provide time for parents and students to spend quality time together and enjoy the age appropriate book. Activity games were purchased for parents to checkout to enjoy with their child at home. StarFall Learning system was purchased with accounts for all parents to access at home to help with phonics and other reading skills

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.

FAME Academy/Brookhill will make every effort to assist parents who make a request for other support for parental involvement. COVID-19 has brought challenges. Prior to the virus pandemic, the EL teacher made home visits. The EL teacher makes calls and sends home written communication to families who need assistance. In addition, language assistance is provided at meetings when needed, as well as Google Translate.

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))

FAME Academy/Brookhill provides all forms in the student's native language. We also provide assistance reading and interpreting forms for parents that need assistance. We use Trans Act so forms can be sent home in the native language.

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

 Coordination of Resources

 Edited Coordination of Resources



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)
 Coordination of Resources		.
 Edited Coordination of Resources		.