



2021-2022 Title I Schoolwide Diagnostic for ACIP\_09292021\_14:54

Title I Schoolwide Diagnostic for ACIP

**Ashville Elementary 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

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

#### 1. How was the comprehensive needs assessment conducted?

Input was solicited from all stakeholders. Surveys were given to all critical stakeholders including parents, staff, and students. All data collected has been reviewed and analyzed to determine the effectiveness of the school's instructional program and support services. The data was also used for identification of individual students in need of Tier support (II and III).

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

Overall, stakeholder feedback results show a high level of satisfaction with the school direction and operation within the staff, 4.02/5.0. Parent feedback survey reveals continued satisfaction with the direction of the school and the level of teacher support and interaction. However, parent input did reveal a need to provide more information about our Title I services and more communication.

#### 3. What conclusions were drawn from the results?

Based on the analysis of all available data pieces, the following conclusions were drawn: Reading will continue to be an area of focus, particularly as we strive to meet the requirements of the new literacy act and address the learning deficits/gaps as a result of the school closures in the spring of 2020 and the uncertainty of the 2021 year due to Covid19 restrictions. The district-wide phonics program will continue to be used. Tier 2 and critical academic vocabulary will continue to be a focus for the 2021-22 school year. Additionally, the majority of AES teachers will participate in LETRS training as a result of the Literacy Act requirement. We will continue to have a state-funded ARI Coach. The coach will continue to receive specialized training and will continue to conduct job-embedded, targeted professional development linked directly to district and school goals. The coach will assist with comprehensive data analysis, coaching, lesson planning and modeling based on research-validated instructional practices. AES also will continue to have a full-time interventionist to assist with supporting Tier II and Tier III students identified through the PST process. Addition of an AMSTI Math Coach and new Envision Math curriculum will help train teachers through coaching cycles.

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

We were making progress towards our goals as evidenced by our spring EOY benchmark data. At the time of spring testing, 70% of kindergartners were on or

above the 25th percentile in reading; 1st grade 61%; 2nd grade 66%; 3rd grade 62%; 4th grade 83%. In math, 74% of 1st graders were above the 25th percentile level; 80% of 2nd graders; 66% of 3rd graders, and 62% of 4th graders. While growth was there, we still were not at the 85-10-5 goal. Beginning of the year assessments will be done to determine exactly where students are to guide instruction. We will continue to align resources, devote intentional and targeted professional development for teachers, teach the established standards, and employ best instructional strategies/practices to improve in these areas.

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

The school goals are developed from and directly related to the priority needs and the needs as highlighted by the stakeholder surveys and other data sources.

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

The goals were established from the review and analysis of all available data pieces: stakeholder survey results, specified Title I parent survey, academic assessments-- Performance Series Math and Reading, ACCESS, DIBELS, STAR Reading and Math.

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

The goals were developed to support and apply to all students enrolled in AES. Part of the ongoing data analysis during the school year is identifying students who need additional and targeted support through Tier II and/or Tier III interventions. A correlation document which compares data over several data points ensures validity and reliability of performance and serves to prevent overlooking students with deficits or gaps.

## 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.

All teachers at AES are highly qualified. They use the district-wide pacing guide to outline their daily instruction. Teachers were AMSTI trained during the summer of 2019, participated in professional learning communities to support that training throughout the year, and began LETRS training during the summer of 2020. They will continue to use the strategies, techniques, and resources provided through AMSTI to instruct students in the areas of math and science as well as begin

implementing strategies from the LETRS training. All teachers who teach reading have either started year one, are in year two, or completed LETRS training. Additionally, a master schedule has been developed to provide some collaborative time for teachers to have during the week. Teachers have a minimum of 1 to 2 hours per week to plan together with colleagues. AES will continue to have art, music, counselor, and library classes, and now computer has been added to the weekly rotation for 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.)

AES endeavors to address the whole child through a rigorous curriculum established in part by the state and by the district as well as through activities designed to address and promote healthy social and emotional growth . Students who demonstrate academic and/or behavioral deficits are provided support through the Problem Solving Team, which is comprised of teachers, administrators, counselor, and exceptional education personnel. This team helps to create a plan that will deliver tiered support to students to address the specific need or needs demonstrated. Additionally, AES partners with outside services to provide students and their families needed resources such as food, medical support, and mental health assistance. With the COVID-19 pandemic affecting our community, AES has worked with the district's Child Nutrition Program to make sure students have access to food although they may be learning virtually and not attending school in the physical building. AES also has a Threat Assessment Team in place that looks at certain disciplinary actions to determine intent and threat to the students or others.

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.**

AES has an afterschool program that students may participate in that will help them with social and academic needs. AES has also been able to offer after school literacy tutoring and with additional funds, AES will endeavor to continue the program for students free of charge.

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.

Migrant: Through federal migrant funds, bilingual aides are provided to assist migrant students during their enrollment at AES. Additionally, software programs are purchased and provided to support migrants in the academic areas. English Learners: The district employees 3 ELL teachers, with 1 assigned to the Ashtville schools. She evaluates and assess all EL students to determine their English proficiency and when necessary, develops a plan to support the students (IELP). Data from the 2019-20 school year showed the effectiveness of having the EL teachers as there was nearly a 200% increase in the number of students testing out of the program. The EL teacher also plays a vital role in the communication between parents and teachers. Additionally, teachers are provided training in EL strategies (SAMUEL training) to directly support students in the classroom and the EL teacher is available as a resource for the student in the classroom as well. Economically Disadvantaged: AES is a Title I School. All students participate in the core educational program, or Tier I instruction. Tier II and Tier III instruction is provided when needed as indicated through data pieces and analysis. Title I funds are used to employ additional teachers to improve student/teacher ratios, purchase academic software to supplement instruction and provide additional opportunities for exposure, to provide professional development opportunities for teachers, and purchase instructional supplies. Special Education: Student identified as needing special education services have a specially designed educational program (IEP) to address their needs and deficits. Teachers are trained in the implementation of the IEPs and resource teachers are provided support them academically. Additionally, special education funding is used to purchase research based Tier III programs and materials. Neglected and Delinquent: The school-wide Problem Solving Team (PST) is used to address academic, behavioral, and attendance issues through a formal, documented process. The school's guidance counselor provides needed supports and helps coordinate services for neglected and delinquent students. Homeless Students: The district employs a homeless liaison. The homeless liaison provides assistance to students who are homeless and have academic needs (school supplies, clothing, etc.).

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.

Reports which are not currently offered in the language of the student's home are translated. Translators are included in parent conferences to discuss academic achievement and progress.

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

We had a larger teacher turnover rate than from the previous school year. We had two teachers retire, two special education teachers move to other schools within the county, and we had two regular education teachers move to other school systems. We lost one additional teacher unit due to students choosing virtual options with the Covid-19 pandemic.

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

AES employs 6 teachers with less than 5 years experience. Six teachers have between 6 and 10 years experience. The majority of our teacher are veterans who have taught more than 10 years.

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)?

AES does not have a high turnover rate. There were unique circumstances that caused a higher turnover rate than normal this past school year.

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

Data is reviewed and analyzed to determine what professional learning opportunities will positively affect student achievement and growth. Activities are designed and/or selected based on identified (targeted) student needs and results from various assessments as well as teacher input. Additionally, teachers must provide how any individually requested professional learning relates to the identified school and district goals and be willing to turn around their new learning to the staff. This is typically achieved through team planning and/or large group faculty training.

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

Professional development opportunities: Continue AMSTI training for all K-2 teachers and math and science teachers in grades 3 and 4; LETRS training for majority of staff in grades K-4 and administration; Envision Math training for the



2021-2022 school year. ARI and AMSTI coaching cycles through local math and literacy coaches. ELA training for new course of study coming into practice 2022 school year. SAMUEL training is also available for teachers. State and local 504 training; local RTI and dyslexia training; counseling conference; TAASRO conference for safety training; CLAS law conference. To enable job-embedded professional development opportunities, funds are allocated to provide substitutes for teachers. Funds are also available for professional books to aid in teacher professional development as needed and provide support for student learning.

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.

A formal mentoring program will continue from the state department of education. Additionally, the district continues to implement a teacher mentoring program for the 2021-2022 school year for qualifying staff. Professional development funds are allocated for substitutes so that mentees and mentors can have time to plan together as well as observe each other's classes. At the local school level, novice teachers (less than 5 years) in need of support are paired with veteran teachers to help improve instructional practices.

12. Describe how all professional development is "sustained and ongoing." State allocated professional development funds and a portion of the Title I funds are earmarked for professional development. These funds are used throughout the year to pay for substitutes and to pay for registration and other fees for conferences, workshops or professional development activities that support the school and district goals. Professional materials such as books and supplemental resources are purchased to support professional development initiatives. Also, the built-in collaborative planning time allows for job-embedded professional development learning. Additionally, the district helps to provide professional training through the use of Title II funds. Teachers continue to participate in AMSTI and LETRS professional development throughout the year.

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.

AES has 2 preschool classes taught by certified and credentialed staff. They are aware of the skills that indicate kindergarten readiness and work with the kindergarten teachers to ensure students are ready to transition. Additionally, AES works with the local headstart program to provide an opportunity for those students to visit the school so that the transition to kindergarten is as smooth as

possible. Kindergarten students and parents participate in an orientation session that provides information on what to expect as an incoming kindergartner. Parents are also provided a handbook entitled The ABCs of AES to help with transitioning to our school. Students who transition from the elementary school to the middle school are provided an opportunity to visit the middle school, participate in schedule run of a typical incoming middle school student, and ask questions of the teachers.

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?

Teachers, administration, the instructional partner, and interventionist work collaboratively to analyze the state assessment results. Additionally, a correlation document with results from all assessments and completed by the teachers is used throughout the year to monitor the alignment of all data pieces and to ensure student needs/deficits are not overlooked based on one data point.

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?

We use benchmark data during the year (DIBELS in years past, AimsWebPlus starting in 20-21 and going forward, STAR Reading and Math, and ACAP) to monitor student progress. Students' scores are analyzed from year to year to determine if growth has been made.

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?

As monthly data meetings, classroom walk-throughs, and conversations between and among teachers, instructional coaches, and administrators occur, plans are revised to reflect student progress and the level of support needed for success in the school-wide program.

#### 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.

All funding sources are used toward one common goal of providing the best possible educational opportunities and experiences for the students of AES. Federal Funds: To serve students in the best way possible and to have lower class sizes, approximately 3 (2.79) units are funded through Title I monies. To provide additional support for our at-risk students, the Title I budget committee agreed to dedicate funds to a part-time interventionist. However, due to a lowering of Title 1 funds from last year, we were not able to make the hire for the 2021-2022 school year and it was not included in the current budget. As a result, our teachers will be conducting the TIER III for students as well as our computer teacher. If there are carryover funds available for the rest of the year, the committee will reconvene and reattempt to fund the part time interventionist. The remaining monies are used to supply necessary instructional materials, software supports, professional development opportunities, and assessment needs. State Funds: The state budget allocates professional development funds to support job-embedded professional development opportunities. The state funding also provides for technology purchases that support the academic growth of students PreK-4th grade. Local Funds: School-level funds are used to complement the overall instructional program. We endeavor to be wise in our budgeting and prudent in our spending with academic growth for all students as our guiding principle in all decision made.

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).

Ashtville Elementary School integrates drug and violence prevention programs into the school in a variety of ways. This is accomplished through whole group, small

group, and individual counseling sessions. Extra attention is given to the topics during Red Ribbon Week. The St. Clair County Children's Advocacy Center, The Children's Place, visits each classroom to discuss appropriate and inappropriate interactions between adults / children and children with other children. This program offers services to students that allege abuse or have been a witness of violent crime for St. Clair County. The environment for these services is child friendly and non-threatening. Information related to nutrition is available through the school lunch program. A website is available to parents and students that provides nutrition information regarding school lunch and breakfast menus, in addition to information on healthy nutrition at school and away from school. Monthly menus are distributed to students to take home. These menus include healthy nutrition tips. Nutrition information is also discussed through the physical education program at Ashville Elementary School. Additionally, all students will receive free breakfast for the entirety of the 2021-22 school year as a result of the CARES Act funding. Information on Housing Programs, Headstart and Adult Education is available to all families at Ashville Elementary School through our Community Education Coordinator, Anita Wilson. Each family receives regular communication through newsletters, school call-outs, and mass emails that includes information on the availability of these resources. Vocational education, technical education and job training is available to students in Ashville Schools beginning in high school.

## ACIP Assurances

### Instructions:

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

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

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

YES

NO

N/A

### ATTACHMENTS

#### Attachment Name



Copy of School Parent Compact



Notice Sent Home for Title I Meeting



Parent Notification for Title I Meeting



Signed Copies of School Parent Compacts 2021-22



Spanish School Parent Compact



Title I Parent Meeting Agenda and Notes



Title I Parent Meeting Sign In

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 annual Title I parent meeting will be held face to face in the morning at 9:00 AM and in the evening at 5:00PM to give all parents an opportunity to attend.

Translators will be made available for the meeting if needed Parents will be informed of the school's participation in the Title I program and given an explanation of Title I requirements, including the 1% set aside and the right of parents to be involved. Parents will be invited to attend the meeting through our school's mass communication system via email, weekly classroom newsletters, and information circulated on social media outlets.

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.

1) The Title I meeting will be held in the morning and in the evening to accommodate all parents, especially those who work and are unable to attend during the day. 2) Parents will be informed of their right to be involved through a Title I flyer and during the Title I meeting. Parents wishing to be part of the Title I process will be asked to share their contact information and will be included in meetings to give input into the Title I plan for Ashville Elementary School. 3) Title I funds allocated for pa

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Parents will be invited to participate in the Title I planning meetings throughout the school year. Additionally parents will be invited to participate in the review of the school-parent compact. AES will work with the system-wide parent coordinator to to conduct surveys to solicit input for ideas and improvement suggestions.

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

Title I funds allocated for parent involvement are used in the school for the Title I parent liaison who attends planning meetings and provides / offers educational resources to families. (Travel for liaison-\$763; Flash cards and parent resource materials-\$948.26; Home School Connection-\$80; Student Books-\$500.) Additional

funds are allocated for the Home - Connection SMORES newsletter--a monthly newsletter to parents with academic and social help aids (\$150).

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))

Each school in the St. Clair County School System will provide assistance to parents and family members in understanding topics such as: \*College and Career Ready Standards (CCRS) \*state and local academic assessments including alternate assessments \*grading procedures \*strategies for monitoring their child's progress All schools will conduct individual meetings with parents to the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e. INow Student Portal, progress reports, and report cards). In addition, translators are funded through local and federal monies and used to communicate with parents/students when necessary and translate written forms of communication in the student's and parent's home language. The school district also ensures that all registration forms and the school compact in the language spoken in the home. The school works in conjunction with the EL teacher in providing parents with information as needed. Classroom teachers send weekly communication folders and agendas each week. This is a communication tool between teachers and parents. Translations for all documents are provided as needed with the support of the EL teacher and translator. Additionally, school newsletters provide school wide information related to events and academic expectations. Grade levels hosts Student Success Nights in which teachers provide parents with an overview of the grade level's curriculum, grading policies, expectations, and support services. Also, parent conferences are scheduled throughout the year by teachers and upon parent request. Translators are present for these evenings.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The School-Parent Compact is jointly developed by the school and parents. It is reviewed annually at the Title I meeting to determine if changes are needed and to clarify the purpose of the compact. The compact is also reviewed with students at the beginning of each year and revisited as needed during the year. The compact is



used during parent teacher conferences to guide expectations of all stakeholders and as documentation for parent-teacher meetings.

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

Parents are encouraged to communicate all concerns either by face-to-face conversations, phone calls, or email. Surveys are also given during the school year for parental feedback. Should a parent wish to comment or express concerns or recommendations regarding the Continuous Improvement Plan, he/she should feel free to contact the principal or any committee member and arrange a time to discuss the concerns. Contact information is readily available on the school newsletter and website. If a parent is not satisfied with the results from the meeting, he/she may notify the principal in writing within 5 days of the meeting. A meeting between the parent and the remainder of the available committee members may be convened to address the concerns. If the parent is still not satisfied, he/she may submit the concerns to the Federal Programs Coordinator. The FP Coordinator will forward concerns to the Federal Programs Department of the SDE.

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.

At the start of each school year, each teacher invites his / her parents to an orientation for the new school year. Important information concerning academic standards, formative and summative assessments, and communication tools to assist parents in monitoring their child's achievement is given to parents through verbal information and handouts. In addition, opportunities for parental involvement are discussed and encouraged during orientation, although the 21-22 school year will offer less in-person involvement activities as we observe COVID-19 protocols. Opportunities to connect virtually will be offered when and where appropriate. The county-wide parent liaison and translators are also available during orientation. Information for Powerschool Parent Portal, The St. Clair County

App and School Cast is also distributed during orientation. In addition to orientation, all grade levels host a student success night in which teachers provide parents with an overview of the grade level's curriculum, grading policies, expectations, and support services. The principal and school counselor are part of these events. Teachers also provide parent meetings to offer explanation of state content standards, assessments and how to support their children in mastering the grade level expectations.

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.

Teachers, specialized instructional support personnel, principals, and other school staff will become more proficient in communicating with parents through developing and presenting evidence-based strategies during grade level Success Nights, student led data meetings, activities included during statewide parenting month (October), parent meetings focusing on specific topics, and parent conferences. Communication between home and school will strengthen through these face-to-face meetings. (As a note, all of these in-person, in-school activities will be subject to appropriate COVID-19 protocols if allowed to occur at all.) Additionally, school personnel will continue to communicate with parents via phone calls, text messages and emails using our district messaging system, social media, and the website. The system wide parent involvement coordinator offers support to parents by offering materials and training to help parents work with their children to accomplish academic success. Again, the school-parent compact is used to guide all stakeholders in their role as partners supporting student learning. During student success nights teachers provide parents with an overview of the grade-level's curriculum, grading policies, expectations, and support services. Parents will be made aware of the process for becoming a school volunteer and encouraged to complete the process.

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.

The system-wide parent involvement coordinator supports the effective involvement of parents and helps to establish a partnership among the school, parents, and the community to improve student academic achievement. The school administration and parent involvement coordinator work collaboratively to 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.

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.

The system-wide parent involvement coordinator offers activities/meetings to support effective parent involvement and provides parent resources as needed. The school administration works collaboratively with the Community Education Program Director to coordinate resources.

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.

All parent communications are made available in a format that is understandable. The EL teacher and translator provide support in translating documents/communications as needed.

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))

The EL teacher, 504 school coordinator, translators and special education teacher ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand. Parents will be reminded of scheduled meetings through phone calls, text messages, St. Clair County App, emails, newsletters, social media, and the website. In some cases, parents may be afforded an interpreter during meetings to be funded by local monies.

## Coordination of Resources - Comprehensive Budget

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

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


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


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

### **ATTACHMENTS**

#### **Attachment Name**

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 AES Coordination of Resources











 Title I Budget

## eProve™ strategies: Goals & Plans

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

- Yes
- No

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 AES Coordination of Resources	List of funds available for the 21-22 school year and the budgeting for those funds.	•
 Copy of School Parent Compact	Copy of School Parent Compact Covered and Discussed at Title I Parent Meeting	• 1
 Notice Sent Home for Title I Meeting	Notice Sent Home With All Students. This was in addition to email, callouts, postings on social media, and school web site.	• 1
 Parent Notification for Title I Meeting	Notification Efforts for Title I Parent Meeting	• 1
 Signed Copies of School Parent Compacts 2021-22	Signed Parent/Student Copies of the School Parent Compact 2021-22	• 1
 Spanish School Parent Compact	Spanish version of School Parent Compact	• 1
 Title I ACIP Committee/Budget Committee	ACIP and Title I Committee comprised of School Administration, Title I Teachers, Special Education, Teacher Representatives, and Community Stakeholders.	•
 Title I Budget	Title I Budget	•
 Title I Parent Meeting Agenda and Notes	Notes from Title I Parent Meeting with Agenda	• 1
 Title I Parent Meeting Sign In	Sign in sheet for Title I Parent Meeting	• 1