



2020-2021 Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

Ragland 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?

Grade level meetings and subject area meetings were held prior to October 1, 2020 to review, discuss, and assess data gained to this point. Team leaders met with administration to disseminate the information gathered and to determine the needs of our students as we aspire to help them become the best within our county and state. Some of the data examined included information from iNow, DIBELS, KUDER, ACT, WorkKeys, Scantron, Lexia, Aims Plus, AlaKids, Scholastic Reading Inventory, and Scholastic Phonics Inventory. Additionally, survey were posted to parents, faculty, and students about their needs and concerns.

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

The results from the comprehensive needs assessment showed a continued need in reading comprehension and vocabulary across all areas of the curriculum. Reading support is needed in the areas of literacy/recreational materials and literary elements from various text formats. Math support is needed in the areas of vocabulary, practical application and numbers and operations. Science support is needed in the areas of vocabulary, practical applications and materials for labs. Additionally, through surveys, stakeholders want increased STEAM and STEM activities.

3. What conclusions were drawn from the results?

Overall, the students at Ragland need more direct reading instruction from various texts to gain understanding of literary devices and elements. The students need to spend more quality time immersed in all genres. Basic math concepts, application of skills and vocabulary need to be promoted in math instruction as well as decimals, percentages, and fractions. Science vocabulary and application of reasoning skills need to be reinforced. Our library circulation needs to be updated to assist in increasing reading and vocabulary goals.

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

Formative assessments are given on a regular basis, and timely feedback is provided to the students and parents. Teachers use the information gathered from the assessments to plan intervention strategies. Meetings are held with each grade level and/or subject area to examine the data and determine the focus across subject/grade levels. One focus is that students need to learn organizational skills, time management skills, study habits, and technology skills. Students have received

additional instruction through Technology Enrichment classes, Lexia Core 5, Lexia Power Up. These students have improved their overall test scores. Surveys indicate that stakeholders feel very welcome in our school, find our reports on student progress easy to understand, and they feel we are moving in the correct direction.

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

Career and College Readiness Standards are the primary focus for the 2020-2021 school year in the upper grade levels. Real life application of reading skills and vocabulary across the curriculum in all grades will be a continued priority. Goals are connected to all areas of the needs and needs assessment concerning reading, math, science, graduation rate.

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

The goals are based on data from grades K-12, including formative and summative assessments. DIBELS, SRI, SPI, and Scantron Performance Series are given 3 times per year. Pre-ACT, ACT, WorkKeys and KUDER are given once per year.

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

While the overall goals focus on reading, vocabulary, math, science and technology, the disadvantaged students benefit from inclusion, interventions and other resources provided by the school. The effort is to close the achievement gaps of students that are disadvantaged. Seventy- nine percent of our student body receive free or reduced meals, therefore, the goals address the majority of our students. Our educators are involved in the decisions regarding the use of state academic assessments. Teachers administer assessments to determine if students have mastered the objective taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different stages of assessment results. Teachers guide instruction through collaboratively studying the disaggregated data and results of the state assessments and evaluating data to determine if there are any indicators that require more in-depth testing.

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.

Ragland High School will increase student growth in reading by utilizing Lexia Core 5, Lexia Power Up, Tier II and III instruction. RHS will increase math growth utilizing Tier II and III instruction, Moby Max, and IXL. Additionally, Title III funds have enabled the system to provide an EL program with EL teachers and aides working with our EL students regularly (these professionals have been trained in SAMUEL, WIDA, LETRS and other local PD on planning and implementation).

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.)

Every student will have at least one supportive adult assigned to them as an advisor. Every student is assigned an advisor as measured by incorporating a GOAL/Enrichment period for grades 5-12 and an advisor/counselor time in grades Pre-K-6. Students in grades K-6 will be given monthly mentorship times with a qualified, certified adult. The adult will speak with them concerning academic goals, emotional issues, and various other issues. Students in grades 7-12 will meet daily with their advisor during GOAL.

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**.

Individual teachers provide tutoring before and after school for any student in need. Teaching and encouraging our students to succeed academically, behaviorally, and emotionally in a safe and secure environment of caring, respect, and acceptance is a common thread. Building resiliency, independence and positive character creates a more independent student. Focusing on each student's talents,

learning styles and strengths helps to build confidence in students. Teachers collaborate to design learning strategies that foster student success. Administration encourages collaboration with parents and community partnerships to foster student success. Additionally, Title III funds have enabled the system to provide an EL program with EL teachers and aides working with our EL students regularly (these professionals have been trained in SAMUEL, WIDA, LETRS and other local PD on planning and implementation).

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 students - Currently we have no migrant students. EL students - The EL interventionists provide training for local school personnel and the students. Title III funds have enabled the system to provide an EL program with EL teachers and aides working with our EL students regularly (these professionals have been trained in SAMUEL, WIDA, LETRS and other local PD on planning and implementation). Economically disadvantaged students - Being a Title I school we have a large number of economically disadvantaged students. Teachers, community stakeholders, and service clubs offer assistance without embarrassment to the student. Special education students - General education and special education teachers collaborate to provide individualized instruction to meet their needs. Neglected and/or Delinquent students - The guidance counselor conferences with students to determine the appropriate action necessary. Documentation is kept and provided to outside sources as necessary. Homeless students - The guidance counselor conferences with students to determine the appropriate action necessary. Documentation is kept and provided to outside sources as necessary.

5. Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

The school provides reports and informational brochures in Spanish, automated caller system can also be used to translate messages. Additionally, we have access to interpreters to assist, and Title III funds have enabled the system to provide an EL program with EL teachers and aides working with our EL students regularly (these professionals have been trained in SAMUEL, WIDA, LETRS and other local PD on planning and implementation).

6. What is the school's teacher turnover rate for this school year?
Less than 10%. We had three retirements.

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

The average experience level of our teaching and learning personnel is 12.7 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)?

N/A

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

Teachers from grades K-6 received training in teaching College and Career Readiness Standards. Core teachers from grades 3-12 have received training in Laying the Foundations and Advanced Placement classes in previous years. Additionally, teachers in K-9 have received training in implementation of the Lexia reading program. The trainings were based on data concerning our areas of focus including reading, math, vocabulary, and rigor. Many of our elementary teachers are also currently enrolled in the LETRS program.

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

Educators, students and paraprofessionals will have the opportunity to attend training and workshops to develop and enhance their knowledge and skills in reading, math, vocabulary enhancement, technology, adolescent mental health, advanced placement, common core standards, and ACT preparation.

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

The teacher mentor program is a county-led program that follows a state-approved curriculum. This year, however, we do not have any teachers that qualify to participate in the program.

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

The district surveys the employees to determine the needs of the teachers. Professional development is provided through district funding and supplemented through Title funds. It is designed to meet the goals and objectives of each school.

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 student is assigned an adult advisor to assist in transition. We also provide information newsletters as students prepare for the next grade level, host

orientation meetings, provide outside speakers, students in 9-12 complete interview processes to help prepare as well.

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)

Special education students - General education and special education teachers collaborate to provide individualized instruction for each student to meet their needs. Transition services are provided by the Special Education Teacher.

Economically disadvantaged students - Being a Title I school we have a large number of economically disadvantaged students. Teachers, community stakeholders, and service clubs offer assistance without embarrassment to the student. We offer various programs covering feeding needs, seeking employment, assisting with college admissions, working with families with FAFSA paperwork, and other as necessary. Limited English proficiency--we provide newsletters, automated calls and interpreters in their native language to assist in communication and needs assessment. Additionally, Title III funds have enabled the system to provide an EL program with EL teachers and aides working with our EL students regularly (these professionals have been trained in SAMUEL, WIDA, LETRS and other local PD on planning and implementation).

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?

Administrators and educators review and evaluate the data and compare current scores to previous scores on a variety of assessments to determine the effectiveness of the strategies being implemented. The administration and instructional partners organize and compile the data and related information to show student strengths and weaknesses and disseminate the information to the faculty. Faculty with instructional leaders formulate plans to address the weaker areas and close achievement gaps. Additionally, we survey all stakeholders to determine their thoughts on the effectiveness of the plan.

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?

Administrators and educators review scores for individual students who are farthest from achieving the standards. These students are placed in Tier II or III of RTI and routinely monitored for progress. They are also provided assistance with reading programs. The effectiveness is determined by looking at the growth per student.

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?

Ragland High School's plan is reviewed periodically throughout the year. If concerns or needs arise, the plan is immediately reviewed to make adjustments. Changes can also be made based on stakeholder feedback throughout the year.

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.

The following funding sources are used to improve instructional goals, meet standards, provide intervention services, and secure services for school operations. Coordination and integration of these services and funds involve Central Office directors, Instructional Leaders, teachers, parents, and students in order to meet guidelines for each area and provide optimal resources for student achievement. State: ARI, Transportation, Textbooks, Technology Federal: Title I (3 additional teachers at RHS, Title II (PD, Technology Instructional Specialist for the county that all schools can utilize), IDEA, Title IV (STEM activities and supplies, Project COPE for the mental health needs of all students in the system), Title III (EL teachers and aides to assist in student achievement), and funds to assist with the needs of homeless students.

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).

We coordinate and integrate all programs and services according to federal, state, and local policies, procedures and guidelines. Some of these programs and services

include an anti-bullying plan, an after-school feeding plan, and a weekend feeding program. Ragland High School integrates and coordinates the Fine Arts into our curriculum to improve school culture through the use of clubs and organizations. These programs are coordinated and integrated to improve student morale, exposure and positive learning experiences.

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



FY 21 Compact



LEA Parent Engagement FY 21



RHS Title I Parent Meeting Agenda

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 Federal Programs Coordinator schedules an annual meeting to involve parents in the joint development and revision of the LEA Plan. Elementary and secondary administrators, each school's aCIP chair, teachers, parents, the ESL Coordinator, the Special Education Coordinator, the District Continuous Improvement Coordinator, and the Homeless/Parent Liaison attend the meeting. The Federal Programs Coordinator requests their collaborative input for each item stated in the plan. Also, parents are included in the development and revision of the system's Strategic Plan, District Continuous Improvement Plan, and local school Continuous Improvement Plans (aCIP). Additionally, each fall we hold a RHS specific Title I Parent Information meeting (agenda is attached). This meeting addresses what it means to be a Title I school, benefits of being a Title I school, our specific budget, compacts, teacher qualifications, the ACIP plan, as well as, the parental involvement fund.

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.

Each summer, the Federal Programs Coordinator conducts a meeting to review and revise the Annual Evaluation for Parental Involvement. Parent representatives from each school participate in the meeting. During the meeting, the Federal Programs Coordinator also reviews and revises the Parent and Family Engagement Policy and encourages parents to provide input. A digital and hard copy of each document is disseminated to all participants. Parents can also elect to reread the documents at their convenience and submit revisions or additions to the Federal Programs Coordinator at a later time. Each school in the St. Clair County School System will provide assistance to parents and family members in understanding topics such as the following:- College and Career Ready Standards (CCRS),- state and local academic assessments including alternate assessments,- grading procedures, and- strategies for monitoring their child's progress. All schools will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards). At the local level, each fall we hold a RHS specific Title I Parent Information meeting (agenda is attached). This meeting addresses what it means to be a Title I school, benefits of

being a Title I school, our specific budget, compacts, teacher qualifications, the ACIP plan, as well as, the parental involvement fund.

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).

Each summer, the Federal Programs Coordinator conducts a meeting to review and revise the Annual Evaluation for Parental Involvement. Parent representatives from each school participate in the meeting. During the meeting, the Federal Programs Coordinator also reviews and revises the Parent and Family Engagement Policy and encourages parents to provide input. A hard copy of each document is disseminated to all participants. Parents can also elect to reread the documents at their convenience and submit revisions or additions to the Federal Programs Coordinator at a later time. Each school in the St. Clair County School System will provide assistance to parents and family members in understanding topics such as the following:- College and Career Ready Standards (CCRS),- state and local academic assessments including alternate assessments,- grading procedures, and strategies for monitoring their child's progress. All schools will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards). At the local level, each fall we hold a RHS specific Title I Parent Information meeting (agenda is attached). This meeting addresses what it means to be a Title I school, benefits of being a Title I school, our specific budget, compacts, teacher qualifications, the ACIP plan, as well as, the parental involvement fund. Additionally, the parents on the ACIP committee are contacted regularly for feedback and decision making.

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

Coordination of Resources – Comprehensive Budget RHS - FY21 Parent Engagement Supplies and Materials \$874.00 Printing \$755.02 Literacy, etc. \$119.52 Other items not included above \$874.00 \$2,622.54 Explanations of expenditures: Supplies and materials may include but not limited to flash cards and books. Printing is for Home School Connection for Title I schools. Literacy is for subscription to Educational Resources. Other items not included above is for parent engagement liaison travel.

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))

St. Clair County School System will take the following actions to involve parents in the process of school review and improvement: - conduct parent conferences, - conduct the Annual Title I Parental Involvement Meeting, - conduct Statewide Parenting Day - survey parents of their needs and offer training to address those needs, - conduct faculty meetings to discuss ways to consistently communicate with parents through newsletters, syllabi, grade level/department meetings, and - contact parents through email, telephone calls, newsletters, social media, and the website to remind them of scheduled meetings. - provide monthly newsletters to parents with academic and social help aids. Noting the necessity of family and parent engagement in improving student achievement, strategies to increase parental involvement are implemented. St. Clair County School System schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development. An annual parent meeting is conducted to review each school's status, school assessment data, and federal requirements. Parent input is a vital component of the annual meeting. In the first Parent-Teacher Conference of the school year, parents and students are provided state and national test results from the previous year and review the School-Parent Compact. Every parent will be invited to meet with teachers. Teachers and administrators will make every effort to contact parents for conferences. 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 Statewide Parenting Day, Math and Literacy Nights, parent meetings focusing on specific topics, and parent conferences. Communication between home and school will strengthen through these face-to-face meetings. Additionally, school personnel will continue to communicate with parents via phone calls, text messages, emails, social media, and the website.

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 signed by the student, the parents, and the classroom teacher. A copy of Ragland School's School-Parent Compact is provided in this section. The current compact will be reviewed and revised by the Parent Involvement Committee during a spring meeting. The parents serving on this committee, as well as staff members, will recommend and make any revisions needed.

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

At the district wide Parental Involvement Council meeting, parents are allowed to make and submit comments if they disagree with any aspect or component of the LEA's Consolidated Application for the federal funds to the principal or the Federal Programs Coordinator. The Federal Program Coordinator submits comments to the SDE Federal Programs Section. The compact is included in a comprehensive booklet published annually by the St. Clair County Board of Education for parents of students enrolled in a school receiving federal funds. Additionally, each fall we hold a RHS specific Title I Parent Information meeting (agenda is attached). This meeting addresses what it means to be a Title I school, benefits of being a Title I school, our specific budget, compacts, teacher qualifications, the ACIP plan, as well as, the parental involvement fund. Also, we survey our parents for their feedback on the educational program of RHS.

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.

RHS will accomplish this through the required annual Title I parent meeting held at the beginning of the school year, as well as, with additional Title I and PTO meetings held throughout the fall of the year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments at the beginning of the school year during high school and middle school orientation and Elementary Meet the Teacher Night. In addition, an explanation regarding Title I will be discussed, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teachers.

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.

Ragland School helps parents work with their children by: *Encourage parent participation in various after school and during school events such as "Reading Across America", Library Book Fair, Celebrating Dr. Seuss' Birthday, and inviting guest readers to our classrooms such as community leaders, high school students, parents, PTO members, local business owners, and staff from area churches.

*Teachers meet with parents (administrator involved) when their child continues to fall behind grade level. *Group discussion with student, parents, and teachers to set goals for student success and next steps if the plan does not succeed (RTI) *School website that provides up to date information for students and parents to view.

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 St. Clair County BOE and Ragland High School will work with teachers through in-services, faculty meetings, and grade level/departmental meetings in understanding the importance of parental involvement and forming a partnership with our parents. This year, our ACIP committee placed emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. Ragland High School uses a collaborative team approach in educating all children. Administrators and lead teachers will work together to ensure that grade-level meetings include a parent involvement focus.

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.

Ragland High School uses automatic callers, mass email systems, text messaging, app information, and our website to stay in constant communication with parents. Through our home language surveys we determine if there is any requirement for translation of parental materials into any language other than English. At this time, there is indication of such a need with three students attending Ragland High School. Ragland High School will coordinate with the system level parental liaison for any resources needed to provide materials to parents that may not be able to communicate in the English language.

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.

Ragland High School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. School Administrators at Ragland High School maintain an "open door policy" on all issues related to student achievement at our school. Parents may come in and request appropriate activities to foster parental involvement within our school. Our school works closely with several parent organizations in fund raising and other community activities to provide the best support to parents seeking to improve student achievement.

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))

Ragland High School works hard to ensure that these individuals have equal access to parental participation. For example, by using the automated caller option, calls can be sent home to individuals in a different language if necessary to keep communication open.

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



FY 21 Compact



LEA Parent Engagement FY 21



RHS Title I Parent Meeting Agenda






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		<ul style="list-style-type: none"> •
 FY 21 Compact		<ul style="list-style-type: none"> •
 LEA Parent Engagement FY 21		<ul style="list-style-type: none"> •
 RHS Title I Parent Meeting Agenda		<ul style="list-style-type: none"> •
 Team Signature Page		<ul style="list-style-type: none"> • 1