2022-23 Title I Schoolwide Diagnostic for ACIP

2022-23 Title I Schoolwide Diagnostic for ACIP

Boaz Intermediate School
Kristi Hopper
11 Newt Parker Dr
Boaz, Alabama, 35957
United States of America

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

Table of Contents

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

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^{TM} strategies - Goals & Plans**

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

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

2022-23 Title I Schoolwide Diagnostic for ACIP

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

   1. How was the comprehensive needs assessment conducted?
Faculty members and parents met in data meetings to discuss data collected (ACAP, WIDA Access, iReady, attendance, discipline, observation/walkthrough data, and parent/ student/staff surveys). From the data analysis, the team determined the most critical areas for improvement and strategies were determined to address these critical areas. The school-level team, along with central office staff technical assistance, developed a plan of action for the upcoming school year. School-level team members include:

Kristi Hopper - Principal

Harolyn Roberts - Instructional Coach

Amanda Duckett - Guidance Counselor

Heather McBrayer - 4th Grade Teacher

Marlene Freeman - 5th Grade Teacher

Andy Chandler - 5th Grade Teacher

Krista Bischoff - Special Education Teacher

Ashley Walls - Director of Curriculum

Amy Duke - Parent

Nayeli Lugo - Parent

Stephenie Summers - Parent

Rachel Eller - Parent

   2. What were the results of the comprehensive needs assessment?
Boaz Intermediate School works to analyze each piece of data to find the most impactful adjustments to move our organization to the next level. Those changes include: professional development that focuses on high impact strategies for reading, math, and science, adding courses to our fine arts department to give students more incentives to have higher attendance, and finding more innovative ways to reach parents.

The following data was analyzed by the leadership team. The results were used to
 determine the strengths and weaknesses identified:

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

1. Reading and math online support program data - iReady diagnostic and progress monitoring.

a. At the beginning of the 2022-23 school year, 39% of BIS students scored at risk in reading as measured by the iReady diagnostic assessment. On the same assessment, 20% of BIS students scored on early grade level or above.

b. During the 2021-22 school year, BIS students scoring at risk in reading decreased from 36% to 20% school-wide. Students scoring on track increased from 21% to 42%. The previous year (2020-21), BIS students scoring at risk in reading decreased from 37% to 24%. During the 2020-21 school year, BIS students increased the percentage of students scoring on track in reading from 27% - 44%.

c. On the ACAP Summative Assessment for ELA data for spring 2022, 49% of BIS students scored at or above proficiency. This percentage was slightly below the state average of 50%. On the 2021 ELA ACAP Summative Assessment, 50% of BIS students scored at or above proficiency. This was slightly above the state average of 47%.

d. On the initial 2022-23 iReady math diagnostic data, 33% of BIS students scored at risk and 13% scored at or above early grade level.

e. On the 2021-22 iReady math diagnostic, students scoring at risk decreased from 32% to 14% from the beginning of the year to the end of the year. Students scoring at or above early grade level increased from 21% to 56% from the beginning of the year to the final assessment. During the 2020-21 school year, students scoring at risk in math decreased from 37% to 13%, and students scoring at or above early grade level increased from 15% to 54%.

f. On the ACAP Summative Assessment for math from the spring 2022, 41% of BIS students scored at or above proficiency. This is above the state average of 30%. On the 2021 ACAP Summative Assessment for math, 39% of BIS students scored at or above proficiency. This was above the state average of 24%.

g. On the ACAP Summative Assessment for science from the spring 2022, 32% of BIS 4th grade students scored at or above proficiency. This was below the state average of 39%.

2. English Acquisition data - WIDA Access

a. On the 2021-22 WIDA Access, 77% of EL students met their state growth goal for language acquisition.

b. On the 2020-21 WIDA Access, 72% of EL students met their state growth goal for language acquisition.

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

c. On the 2019-20 WIDA Access, 93% of EL students met their state goal for language acquisition.

3. Attendance -

a. Student attendance for the 2022-23 school year was 95.27%. This percentage was about the same as the previous year.

b. Student attendance for the 2021-22 school year was 95%. This percentage was higher than the previous year.

c. Student attendance for the 2020-21 school year was 94%. This percentage was lower than the previous year. This could have been attributed to more students being isolated or quarantined due to COVID-19 illness or exposure.

d. Student attendance for the 2019-20 school year was slightly more than 97%.

e. During the 2022-23 school year, Boaz Intermediate School continued to provide arts and extra-curricular activities to help provide incentive for students to maintain a high attendance rate. These programs include art, drama, music, math club/team, BETA Club, 4-H, and archery. Although some modifications were made to these activities to ensure a safe, healthy environment, students had the opportunity to participate in each of these activities throughout the school year.

4. Discipline -

a. Student discipline reports from 2021-22 indicated that only 1 class two or three incidents occurred during the school year.

b. Student discipline reports from 2020-21 indicated that only 2 class two or three incidents occurred during the school year.

c. Discipline reports from the previous three years (2017-2020) indicated that an average of 6.5 class two or class three discipline incidents occur yearly at BIS.

d. Extracurricular activities support students in maintaining a high level of self discipline which could lead to fewer significant behavioral incidents.

5. Observation/Walkthrough data -

a. During the 2021-22 school year, observation and walkthrough data indicated that teachers maintained a well-managed classroom and an equitable learning environment. The most current ELEOT data indicates that Well-Managed Learning was a strength with a score of 3.81, as well as Equitable Learning Environment with a score of 3.75.

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

b. During the 2020-21 school year, observation and walkthrough data indicates the strengths in the area of student engagement. ELEOT data from this school year indicated that Supported Learning was a strength for our faculty with a score of 3.81. Equitable Learning and Well-Managed Learning were also strengths with scores of 3.62 and 3.56, respectively.

c. Weaknesses noted during the 2018-19 school year in the area of word walls that support language deficits (EL, poverty), have now been noted as showing improvement during the 2021-22 school year as measured by walkthroughs and classroom observations. Improved EL scores on the WIDA Access that indicated 11 BIS students exited the EL program after the spring 2021 assessment. Also noted, eight of the 14 homerooms have labeled common items in the classroom in both English and Spanish. Anchor charts in these classrooms have also included Spanish labels. Weaknesses noted during the 2019-20 school year included student interaction with technology. Due to the necessity of digital devices to continue learning during virtual learning days in response to COVID-19, BIS students have become much more proficient in authentic uses of digital devices and the interaction with technology to guide learning.

6. Parent/Student/Faculty Perception Surveys -

a. Parent Survey Data - According to parent survey data for BIS, parents feel that the school encourages them to be involved in their child's education. System-wide, parent survey data showed the highest score for the item indicating the school provides a safe learning environment.

b. Student Survey Data - According to the student survey data for BIS, 98% of students indicated that their teachers care about the students, and 97% believe that their principal and teachers want every student to learn.

c. Faculty Survey Data -

i. The most current faculty survey data taken at the beginning of the 2021-22 school year, faculty members indicated that they feel happy, encouraged, and supported at school. 100% of the faculty felt that the expectation for students at BIS is that students are learning, and 90% felt an additional expectation for students is that they are able to explain.

ii. According to the faculty survey data for BIS from the previous three years, 100% of the faculty members indicated that our school maintains facilities that contribute to a safe environment. 100% also indicated that out school leaders monitor data related to student achievement and to school continuous improvement goals. In the area of Purpose and Direction, 100% of the faculty and staff indicated that our school's purpose statement is clearly focused on student success and we have a continuous improvement process based on data, goals, actions, and measures for growth. 85% indicated that they felt all school personnel regularly engage families in their children's learning progress. The other 15% were neutral on the same indicator.

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

7. Teacher Effectiveness Self Assessment Data - PLP data indicates that teachers chose to concentrate on literacy and technology for professional learning during this school year. These areas of learning were chosen to address the need for language development and authentic digital learning learning.

8. Satchel Pulse Data - Satchel Plus data reflects student social and emotional wellbeing at the time of the assessment. Based on the initial assessment given in the fall of 2022, out of the 374 students assessed, 32 could benefit from tier 2 support in the area of social and emotional wellbeing. Out of the same 374 students assessed in the fall of 2022, 4 could benefit from tier 3 support in the area of social and emotional wellbeing.

   3. What conclusions were drawn from the results?
Boaz Intermediate School has many strengths that support student growth, but there are also opportunities for improvement. As the leadership team compiled and analyzed data for the comprehensive needs assessment, they used the following categories to determine areas of need:

1. Student Academic Needs -

2. Faculty Needs by Grade Level, Subject, and Student Subgroup

3. Student Attendance

4. Transiency

5. Student Discipline

6. Parent Perceptions of Program

7. Summary of Prevalence of At-Risk Factors

8. Analysis and summary of school's existing curriculum, instructional materials, instructional strategies, reform strategies, and extending learning opportunities

9. Analysis and summary of student social and emotional needs, health issues, school safety, and other issues of well-being

Conclusions from the analyzed data:

Leadership team members are involved in decision-making regarding the use of assessments in order to improve instruction, to increase the achievement of individual students and improve the overall instructional program. This collaboration is accomplished through weekly data meetings, grade-level meetings and school-level staff serving on committees. Based on ACAP, WIDA Access, and iReady Diagnostic Data, strengths were noted in the areas of math and language

cognia

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

acquisition. BIS students scored above the state average on the 2022 ACAP math summative assessment and were able to improve the percentage of students on track in math during the 2021-22 school year from 21% to 56%. The WIDA Access indicated that 77% of English language learners being assessed for language acquisition had met their growth goal according to the state growth scale. From this data weaknesses were noted in the area of reading and science. The data collected and analyzed from the Spring 2022 ACAP indicated that there was a smaller percentage of students scoring at or above proficiency in science than the state average percentage. The Spring 2022 ACAP data also indicated that there was a smaller percentage of students scoring at or above proficiency in reading than the state average. The team noted that the percentage of students scoring at or above grade level on the iReady diagnostic assessment for reading improved from 27% to 44% during the 2021-22 school year, and the percentage of students scoring below grade level in reading decreased from 36% to 20% during the 2021-22 school year. Student attendance remained slightly above 95% last year, so the team determined that attendance is not a barrier to learning for most students. The team also noted the low incidence rate for significant conduct issues. The team discussed the need to continue efforts to sustain a high rate of attendance and maintain a low incidence rate for conduct. Student data from Satchel Pulse indicated that some students would need additional support for social and emotional well-being.

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

a. Parent - Parent perception data indicated 2 areas of strength: parents feel welcome at the school and parents feel encouraged to be involved in their child's education. An area of weakness that was identified from this data is that parents don't always feel that they know the ways they can volunteer at school.

b. Student - Student perception data indicated that students feel their teachers care about them, want them to do their best work, and the principal and teachers want every student to learn. The lowest indicator on the student perception survey indicated that 15% of students don't feel their teachers ask their family to come to school activities.

c. Faculty - As areas of strength, faculty perception data indicated that faculty members felt the facilities that contribute to a safe environment. They also indicated that our school leaders monitor data related to student achievement and to school continuous improvement goals. The faculty indicated that our school's purpose statement is clearly focused on student success and we have a continuous improvement process based on data, goals, actions, and measures for growth. Our lowest response on the faculty perception survey was 85% indicating that they felt all school personnel regularly engage families in their children's learning progress. The other 15% were neutral on the same indicator.

Student Achievement:

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

According to iReady diagnostic assessment data, gains in student achievement from the 2021-22 school year were noted in both reading and math. In reading, students scoring tier 1 placement, indicating proficiency, rose from 21% at the beginning of the year to 42% on the final diagnostic assessment taken. Students scoring tier 3, at risk, dropped from 36% at the beginning of the year to 22% on the final assessment. On the reading portion of the spring 2022 ACAP summative assessment, 49% of BIS students scored at or above minimum proficiency. In math, students scoring tier 1 placement rose from 21% at the beginning of the year to 56% on the final assessment. Students scoring tier 3 dropped from 32% to 14%. On the math portion of the spring 2022 ACAP summative assessment, 39% of BIS students scored at or above minimum proficiency. On the science portion of the spring 2022 ACAP summative assessment, 32% of BIS 4th grade students scored at or above minimum proficiency. According to the WIDA Access data, 77% of EL students met their language acquisition growth goal for the 2021-22 school year. This is an increase from the 72% of EL students that met their language acquisition growth goal for the 2020-2021 school year. During the 2019-20 school year, 92% of EL students met their language acquisition goal as measured by the WIDA Access. Overall, an area of strength noted from the results of the WIDA Access data was in the area of comprehension. School-wide, 53% of EL students scored Level 5 or 6, the highest levels, on comprehension as measured by the WIDA Access taken spring of 2022. The previous year's overall comprehension scores indicated that 31% of students scored Level 6 on comprehension as measured by the WIDA Access taken spring of 2021. This is a trend that has continued from the 2018-19 school year.

School Programs/Process:

Data collected from parent/student/faculty perception indicated that the current school programs are supporting engaging, student centered instruction. Many structures have been established at Boaz Intermediate School with the foundation of initiatives including ARI, AMSTI, and Project Lead the Way. Other programs that have supported core instruction and intervention include iReady, Ready, Sonday System, Carolina Science, Studies Weekly, and Cengage. This year, students are engaged in ELA experiences that support reading, writing, listening, and speaking through the addition of CKLA Amplify, a reading curriculum that supports the building of background knowledge. Processes from Comprehension Toolkit are used with both literary and non-fiction resources from Story Works to ensure research based strategies are used to support core instruction and intervention. Teachers are also given time to align standards, instruction, and assessments to teach and measure mastery of the Alabama State Course of Study standards. Instructionally, several factors support effective learning for our students: use of academic language, planning for student engagement, utilizing a variety of grouping formats, providing models and scaffolds for learning, and providing a safe learning environment that supports a growth mindset. School leadership participates in SREB professional learning opportunities to support structures. The data collected through summative and formative assessments support the success of these programs. iReady data indicates that each grade is showing progress toward closing the achievement gaps in reading and math.

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

Demographic Data: The demographics at Boaz Intermediate School have changed over the past few years. The number of students that have a language other than English spoken at home has risen to 146 (39%). Our poverty rate is now 77.98%. Even with the increase in the number of students in these subgroups, our data has shown improvement as measured by the ACAP summative assessment, iReady diagnostic assessments for reading and math and the WIDA Access.

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

The school goals for math and reading are directly correlated to our analysis of formative and summative data. While growth has been identified in the area of math and reading for the general population, there is still an achievement gap between the general population and the limited English proficient subgroups. In order to continue to support our parent and student perception of our school as a safe and welcoming place, the school will create a goal that addresses the culture and climate of our school. The school goal for attendance correlates with the data collected that shows the attendance rate for students has remained high with the addition of more engaging activities that address a wide range of interests in which students can participate. The school has also created a goal for science that addresses the need for students to engage in a curriculum that is relevant to their future goals. Students perception data indicated that students felt this was a strength of our school and this goal will address the need to continue engaging instruction in this area.

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

The goals for Boaz Intermediate School are in response to data derived from summative data, formative data, monthly data meetings that review student work samples, attendance data, and perception data. Each goal is reflective of the disaggregated data collected for each subgroup and addresses the achievement gaps found in the data. The goals also consider the contributing factors for perception data that could affect student achievement. As a group, we studied and analyzed the following data sources: student learning data, demographic data, process data, and perception data. The use of multiple data sources provided us with a clear, deep, and more focused understanding of our school organization as a whole. Also, this allowed us to understand the root causes of some issues within our school organization. We learned that we have several issues as a school that we control from within our school building and some issues that are outside of our control. As a school, we have begun to tackle the issues that we can control as a teacher or administrator. This has allowed us to start the implementation phase and begin the discussion of next steps in order to move our organization forward to the next level. Finally, this has allowed us to replace hunches and hypotheses with facts.

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

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

All goals at Boaz Intermediate School are student centered and aimed at improving student academic learning. BIS teachers have been provided high quality professional development activities on many topics, such as sheltered instruction and Specially Designed Academic Instruction in English. These strategies are designed for use with EL students, but are researched based strategies that can be utilized with all students. Teachers are constantly encouraged to be lifelong learners and to conduct action research with their students. Teachers are encouraged to take risks and to step outside of their comfort zone in order to reach all students in their classrooms. All professional development activities and school goals are geared toward preparing teachers to reach all students. The goals, as outlined in this plan, are designed to close the achievement gap between different subgroups of students. All students will benefit from a more rigorous, engaging, and challenging school curriculum.

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.

Goal 1: Improve student achievement in mathematics.

In order to support student achievement in mathematics, evidence-based instructional strategies will be implemented to meet the needs of our diverse student population. The core curriculum will be supported by providing professional development necessary to effectively implement a program (Ready Math) to address math domains and standards of mathematical practice at the 4th and 5th grade level (SREB and district math coach). Professional development will also be planned for the support of an intervention program (iReady) that is adaptive so students receive individualized support. Teachers and leadership will also attend professional development that offers evidence-based strategy training to meet the needs of special populations (AMTESOL, SAMUEL). In order to provide additional professional development, the school will plan for substitute and travel funding to be available when needed. Additional personnel will be hired to provide intervention and support initiatives for mathematics. Support of intervention programs that support students with specific needs will be provided through professional learning opportunities such as iReady and Cengage training. Teachers will also continue to receive support of content literacy strategies for the language of mathematics in the form of instructional coaching for best practices, particularly for language acquisition and language deficits. Continued support for effective use of ELLevation strategies will be provided as teachers access this resource to provide support. Shared planning meeting times will be included in the master schedule for teachers to work collaboratively on initiative implementation and effective strategies based on student data and observation data. Teachers and leadership will also participate in EL committee meetings, school data meetings, and district

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

data meetings to review current data and to share current data with stakeholders. Each of these professional learning opportunities are designed to increase effective instructional strategies and methods in the overall mathematics program at BIS. The school will allocate money to provide necessary instructional materials and classroom equipment to ensure each classroom has the necessary tools to implement effective strategies. The school will also continue to update classroom technology as needed including computer hardware. Teachers will continue to receive professional development to increase their knowledge on the authentic use of technology to support student learning. The plan for continuous improvement in the area of mathematics will be clearly articulated to all stakeholders online and through a one-page document outlining the plan for improvement.

Increased student achievement in mathematics will be measured by 1) the percentage of students scoring at or above grade level in mathematics will increase from 20% to 60% on the iReady diagnostic assessment given in the spring of 2022 and 2) students will score above the state average on the math portion of the 2023 ACAP.

Goal 2: Improve student achievement in reading.

In order to support student achievement in reading, evidence-based instructional strategies will be implemented to address the needs of our diverse population. The core curriculum will be supported by providing professional development necessary to effectively implement a program (Sonday System) to address phonemic awareness and phonics at the 4th and 5th grade level and to effectively implement a program (CKLA Amplify) to address fluency, vocabulary, and comprehension. Professional development will also be planned for the support of an intervention program (iReady) that is adaptive so students receive individualized support. Teachers and leadership will also attend professional development that offers evidence-based strategy training to meet the needs of special populations (AMTESOL, SAMUEL). Additionally, professional development will be planned to support teachers in responding to dyslexic tendencies. In order to provide additional professional development, the school will plan for substitute and travel funding to be available when needed. Additional personnel will be hired to provide intervention and support initiatives for reading. Continued support for effective use of ELLevation strategies will be provided as teachers access this resource to provide core instruction, as well as support. Support of intervention programs that support students with specific needs will be provided through professional learning opportunities such as iReady training, LETRS training, EL training, and Cengage support. Teachers will also continue to receive support of content literacy strategies in the form of instructional coaching for best practices, particularly for language acquisition and language deficits. Shared planning meeting times will be included in the master schedule for teachers to work collaboratively on initiative implementation and effective strategies based on student data and observation data. Teachers and leadership will also participate in EL committee meetings, school data meetings, and district data meetings to review current data and to share current data with stakeholders. Each of these professional learning opportunities are designed to increase effective instructional strategies and methods in the overall reading program. The school will allocate money to provide necessary instructional materials and classroom equipment to ensure each classroom has the

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

necessary tools to implement effective strategies. The school will also continue to update classroom technology as needed including computer hardware. Teachers will continue to receive professional development to increase their knowledge on the authentic use of technology to support student learning. A system to monitor student library use will be maintained to measure student check-out data. The plan for continuous improvement in the area of reading will be clearly articulated to all stakeholders online and through a one-page document outlining the plan for improvement. BIS will also seek community involvement to support reading growth by providing reading recognition activities. Increased student achievement in reading will be measured by 1) the percentage of students scoring at or above grade level in reading will increase from 20% to 60% on the iReady diagnostic assessment given in the spring of 2022 and 2) students will score above the state average on the reading portion of the 2023 ACAP.

Goal 3: Improve student achievement in science.

BIS will focus on initiatives, programs, and curriculum supports to help focus our efforts on a student-centered, hands-on approach to science instruction. BIS will continue to support teachers in professional development of AMSTI modules and the Project Lead the Way curriculum. BIS will add Carolina Science to their curriculum to support standards-based instruction in preparation for the AMSTI and Project Lead the Way curriculum. Additional personnel will be hired to support initiatives for science. Teachers will continue to participate in shared planning to plan hands-on science investigation activities. Teachers and leadership will also attend professional development that offers evidence-based strategy training to meet the needs of special populations (AMTESOL, SAMUEL). Continued support for effective use of ELLevation strategies will be provided as teachers access this resource to provide support. Professional development opportunities will be planned to allow science teachers time to develop a pacing guide to ensure all standards are being taught using high-impact strategies for effective learning. Shared planning meeting times will be included in the master schedule for teachers to work collaboratively on initiative implementation and effective learning. Shared planning meeting times will be included in the master schedule for teachers to work collaboratively on initiative implementation and effective strategies based on student data and observation data. Teachers and leaders will also participate in EL committee meetings, school data meetings, and district data meetings to review current data and to share current data with stakeholders. Teachers and leaders will participate in professional development (MEGA Conference, AMSTI training) that focuses on research-based strategies for developing common assessments that assess higher-level thinking skills in science. Teachers will participate in professional learning communities to determine common misconceptions students have in science based on their performance on common assessments. Substitutes will be provided for teachers to determine the validity of common assessments and to assess student learning based on the common assessments. The school will allocate money to provide necessary instructional materials and classroom equipment to ensure each classroom has the necessary tools to implement effective strategies. The school will also continue to update classroom technology as needed including computer hardware. Teachers will continue to receive professional development to increase their knowledge on the authentic use of technology to support student learning. The plan for continuous improvement in

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

the area of science will be clearly articulated to all stakeholders online and through a one-page document outlining the plan for improvement. Increased student achievement in science will be measured by the percentage of 4th grade science students scoring at or above the minimum proficiency level will increase from 32% to 50% as measured by the science portion of the ACAP Summative Assessment.

Goal 4: Maintain an attendance rate of at least 94%.

Student attendance is critical to student academic success. While BIS's attendance rate typically hovers around 96%, our team feels it is imperative that attendance remain a goal for our school to ensure chronic absenteeism does not become a risk factor for our students. Our efforts have resulted in maintaining attendance over the past few years with the average attendance rate now at around 95% even after some increase in absences last year due to COVID-19. We faced many challenges during the pandemic in maintaining that rate, but, with consistent communication protocols, we were able to maintain this attendance rate. In order to address attendance, we have developed a structure that helps teachers understand the challenges each student faces. Within this structure, BIS staff members are taking the information they receive from student data, as well as from student input, to determine risk factors and social/emotional needs that could affect student attendance. We have also added art, drama, BIS math club/team, 4-H, and BETA Club to the opportunities available to BIS students. These programs are in addition to the music and choir opportunities that BIS continues to support. Additional personnel will continue to provide art courses. By adding extra-curricular opportunities, we are addressing the need to provide students many avenues to develop diverse interests. BIS will also seek community involvement to support student attendance through recognition of perfect attendance. Teachers and leadership will also participate in EL committee meetings, school data meetings, and district data meetings to review current data for attendance and to share current data with stakeholders. The plan for continuous improvement in the area of attendance will be clearly articulated to all stakeholders online and through a one-page document outlining the plan for improvement. Parent communications and trainings will include compulsory attendance laws and the correlation between attendance and student academic success.

Goal 5: Maintain a positive school culture.

BIS faculty, staff, and students will continue to improve aspects of positive school culture. In order to improve school culture, BIS will focus on building trust and respect that promotes positive interactions and a sense of community. BIS will establish a school-wide focus on kindness and respect through guidance programs, school-wide expectations, and student-focused activities that build a system of advocacy. Whole group, small group, and individual counseling support will be provided through the school guidance program to address anger management, social skills, and self control. The district mental health coordinator will assist with social and emotional screening tools and interventions for tier 1, 2, and 3 support using Satchel Plus. Online support programs such as NearPod Premium will be purchased to enhance the guidance program and counseling program. Positive Behavior Supports will provide a core behavioral model. In order to provide additional professional development to support guidance initiatives, the school will

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

plan for substitute and travel funding to be available when needed. Community support services through the local churches, the Boaz Police Department, the Marshall County Child Advocacy Center, Mountain Lakes Counseling Service, and DHR will be utilized to enhance the existing school guidance program. Resources available through community support include Blessings in a Backpack, Drug Abuse Resistance Education, Camp Hope Grief Counseling, parent training sessions, and community resource education. The school will allocate money to provide necessary instructional materials and classroom equipment to ensure each classroom has the necessary tools to implement effective strategies. Counselors, teachers, and leadership will attend training and professional conferences in the area of school safety and social/emotional needs of students. In order to provide professional development to address the cultural needs of the school, the school will plan for substitute and travel funding to be available when needed. The school will also continue to update classroom technology as needed including computer hardware. Teachers will continue to receive professional development to increase their knowledge on the authentic use of technology to support student learning and online safety. The plan for focusing on a positive school culture will be clearly articulated to all stakeholders online and through a one-page document outlining the action steps for maintaining a positive school culture.

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.)

*Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas:

Social/emotional screening tool, social/emotional intervention programs (Satchel Pulse, NearPod, Second Step Program), Mental Health Coordinator, Problem Solving Team (academics, behavior, attendance), English Learners Committee, data

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

meetings/checkpoints, whole group counseling services, small group counseling services, individualized counseling services, DARE, Camp Hope Grief Counseling, Clothes Closet, Blessings in a Backpack, Kindness Crew, Kindness Shoutouts, Positive Behavior Supports, Mountain Lakes Counseling Center, DeEscalation Training - Yearly (training provided to faculty and staff), "Know Your Who" (Teachers allow students to give them insight into the challenges they face by using a confidential process that teachers might not otherwise be aware of. This allows teachers to become advocates for their students in a more comprehensive manner).

*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: Career Day - Parents share careers with students, community involvement to connect core instruction to careers, whole group guidance lessons to connect student interests to careers, specialty and extra-curricular activities (art, music, Project Lead the Way), focus on career connections throughout core instruction.

*Implementation of a school-wide 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.):

Tier I: Positive Behavior Supports, whole group counseling for all students, Drug Abuse Resistance Education, Kindness Crew/Kindness Shout-outs, mental health resources coordinated through the collaboration of the school guidance counselor and the district mental health coordinator, NearPod social and emotional resources, Satchel Pulse social and emotional resources

Tier II: Small group counseling for anger management, small group counseling for self-control, small group counseling for social skills, Camp Hope - Grief Counseling, Blessings in a Backpack, mental health resources coordinated through the collaboration of the school guidance counselor and the district mental health coordinator, NearPod social and emotional resources, Satchel Pulse social and emotional resources

Tier III: Individual Counseling - School Counselor, Individual Counseling Services - Mountain Lakes Counseling Center, Twindom Counseling Center, ABE, Teach Town, mental health resources coordinated through the collaboration of the school guidance counselor and the district mental health coordinator, NearPod social and emotional resources, Satchel Pulse social and emotional resources

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.**

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

All students are provided the opportunity to attend an extended day program that provides academic support, as well as extra-curricular opportunities. Boaz Intermediate School also provides opportunities for students to receive support through iReady online intervention and iReady Learning Games. Boaz Intermediate School students also have access to eBooks for access to grade level reading practice. Camp Boaz provides summer learning opportunities for students entering 4th and 5th grades. The learning opportunities are designed to keep students on track during the summer break. Extra-curricular opportunities are also provided by Boaz Intermediate School. These opportunities include drama, choir, 4-H, math club/team, and archery.

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.

All homeless, migrant, immigrant, limited English proficient, and foster care students must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The enrollment of homeless, immigrant, migrant, limited English proficient children, and foster care students shall not be denied or delayed due to any of the following barriers:

1. Lack of Birth Certificate

2. Lack of school records or transcripts

3. Lack of immunization or health records

4. Lack of proof of residency

5. Lack of transportation

6. Guardianship or custody requirements

All students at Boaz Intermediate School have access to all services and programs available including free/reduced breakfast and lunch, ELL services, Special Education services, and Counseling services. Boaz Intermediate School also uses the Department of Human Resources, and various community resources to provide students with necessary school supplies, food, clothing, and shelter.All homeless, migratory, and limited-English proficient students have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Upon enrollment, each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. All eligible students are tested with the WIDA Access placement test to determine eligibility for the EL program. An EL teacher provides service to all EL

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

students at Boaz Intermediate School. The EL teacher also serves as an interpreter to communicate with the parents of EL students if the need arises. An additional interpreter will be available at specified times to assist with communication with parents of EL students. Parents are provided important school documents in English and Spanish. The EL committee reviews each student's progress and determines if the student becomes eligible to exit the EL program to be monitored for four years to ensure success. The counselor helps to identify migrant students upon enrollment. A survey is filled out by the counselor and a home visit is made by the Boaz City Schools Migrant Coordinator. Migrant students automatically qualify for free breakfast and lunch. School supplies are provided if needed. Migrant students have access to all services and programs available to the rest of the students.

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

Boaz Intermediate School strives to keep parents informed of student academic achievement results. The school also strives to ensure that parents understand the results. All Boaz Intermediate School students receive mid-term reports and report cards that inform parents of classroom performance data. Students also receive a parent report of summative data from the previous year's assessments. Additionally, students who receive intervention or support services receive a monthly report of progress from progress monitoring. These results are explained to parents through school letters and meetings with the teachers. The EL teacher meets with each EL parent to translate individual student results and to create a plan that meets the needs of the EL student based on those results. The EL teacher also translates any additional information that is sent home to parents regarding academic achievement.

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

Boaz Intermediate School experienced a teacher turnover rate of 14% (homeroom teachers) this school year. Boaz Intermediate School has a total of 14 homerooms with seven 4th grade homerooms and seven 5th grade homerooms. Considering all departments (homeroom, special education, English Learners, and specialty), the overall turnover rate was 12%.

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

4th Grade:

Teacher 1 - 1 yr

Teacher 2 - 3 yrs

Teachers 3 - 5 yrs

Teacher 4 - 17 yrs

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

Teacher 5 - 22 yrs

Teacher 6 - 25 yrs

Teacher 7 - 31 yrs

Avg. Experience - 15 yrs

5th Grade:

Teacher 1 - 0 yrs

Teacher 2 - 6 yrs

Teacher 3 - 7 yrs

Teacher 4 - 7 yrs

Teacher 5 - 7 yrs

Teacher 6 - 19 yrs

Teacher 7 - 33 yrs

Avg. Experience - 11 yrs

Special Education Teacher 1 - 12 yrs.

Special Education Teacher 2 - 18 yrs.

EL Teacher - 0 yrs.

Instructional Partner - 20 yrs.

   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)?

Boaz Intermediate School, typically, does not have a high turnover rate for teachers. Teacher turnover in the past two years has been due to transfers within the system and a moving to an administrative position. The new teachers for the 2022-23 school year began the year with new teacher orientation provided by the Boaz City School System. These teachers then met with the principal to tour the school and to discuss basic expectations within the school. The teachers were given the opportunity to meet with their mentors and to ask questions about the procedures involved in the starting of school at Boaz Intermediate School. The instructional coach also met with the new teachers for the purpose of establishing a relationship and explaining the support available through the instructional coaching model at Boaz Intermediate School. Throughout the school year, new teachers meet with their mentors during shared planning times for support. The instructional coach will establish times to plan, collect data, and provide support. This year, the principal collaborated with new teachers and their mentors to develop an onboarding

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

process to help with the more specific orientation needs of a new employee. This was developed from feedback at the beginning of the school year from new teachers about their specific needs and areas of weakness in our current onboarding process. The principal will also provide feedback through walkthrough data and will provide support for instructional and management structures. In order to recruit teachers, our school partners with Jacksonville State University and Athens State University to host practicum students and student teachers. Boaz City Schools sends representatives to colleges and universities in our region to participate in recruitment fairs.

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

All professional development activities are high quality and research based. Trends from various sources of data are analyzed to determine the greatest professional development needs within our school. Data sources include: demographic, student learning, instructional grouping report, perception, and school process data, are used to develop high quality professional learning opportunities to best meet the needs of the organization. All stakeholders have the opportunity to review data and trends to determine the areas of professional learning during district data meetings held during the fall and spring of each school year and during school data meetings. This professional learning could take place in any of the areas listed or through more conventional professional learning.

District Data Meetings

School Data Meetings

ARI Training

AMSTI Training

PLTW Training

LETRS Training

Sonday System Training

Ready/iReady Implementation Training and Symposium

EL Coaching for Core Teachers

EL School-wide Training

Coaching Cycle

SREB Teacher Support

SREB Professional Learning

SREB C4C Training

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

District Cohort Learning

Counselor's Critical Issues

Skills Progression

K-5 District Instructional Rounds

Google Read/Write

Chrome Extension

Training ScreenCastify

Online Teaching Training

Google Classroom Training

10. Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.
All professional development activities offered at Boaz Intermediate School are available to all faculty/staff members.

District Data Meetings

School Data Meetings

Shared Planning

ARI Training

AMSTI Training

PLTW Training

LETRS Training

Sonday System Training

Ready/iReady Implementation Training and Symposium

EL Coaching for Core Teachers

Coaching Cycle

SREB Professional Learning

SREB C4C Training

SPIRE

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

District Cohort Learning

Counselor's Critical Issues

Skills Progression

K-5 District Instructional Rounds

Google Read/Write

Chrome Extension Training

ScreenCastify

ELLEVATION Training for Language Acquisition Strategies

Writing Effective Language Objectives

Grading EL Students/Utilizing I-ELP Plans

EL Assessment Training

Elementary Teacher EL - Interpreting Data & Understanding Standards

Reading & Mathematics - Pacing Guide Training and Road Map Development

SREB Leadership Training

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.

Boaz Intermediate School is involved in a formal teacher mentoring program which is administered by the Director of Teaching and Learning at our district office. The intended goal of our program is to improve teacher practices. The program is designed to provide ongoing support for new teachers to our system. Each teacher is assigned a mentor. The new teacher and mentor teacher are matched by subject, grade, and proximity. The mentor and new teacher are required to meet regularly. Meetings are documented on a contact log, which reflects the date, length, and focus of the meeting. Our mentoring program provides training for both the mentors and new teachers. Training is provided for mentors on how to work with new teachers. Several training sessions are provided throughout the year for novice teachers. These training sessions include an orientation session and sessions on classroom management, classroom discipline, and effective instructional practices.

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

he professional development activities at Boaz Intermediate School are sustained and ongoing via available professional development funds from local, state, or federal funding sources. Teachers will participate in professional development

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

offered through instructional coaching, shared planning, and cohort meetings. The master schedule will provide common planning times for shared planning. Teacher mentors and mentees will have common planning times. Additionally, teachers are encouraged to participate in free e-Learning courses and network with other educators via social media websites such as Twitter, Instagram, or Facebook. All professional development will be tied directly back to BIS goals.

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.

Boaz Intermediate School uses a research-based curriculum based on state standards to provide students with the critical skills and knowledge needed to be successful as they transition to the next grade. Data meetings, shared planning, IEP meetings, EL Committee meetings, and parent conferences allow teachers, students, parents, and school leadership the opportunity to identify any needed interventions and to individualize the instruction to meet the needs of the school's diverse population. Human resources have been contracted to help provide added support for the arts department.

14. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

(N/A for Elementary Schools)

N/A

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The school wide program is evaluated using surveys from all stakeholders. In addition, the school wide program is evaluated by looking at the following data sources: student/teacher attendance, discipline, I-Ready assessments, ACAP Summative Assessments, WIDA ACCESS, and professional development hours for teachers. The evaluation of the school wide program is a collaborative process involving all stakeholders in order to move our organization to the next level. The use of multiple data sources assist Boaz Intermediate School in obtaining a reliable

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

and valid evaluation of our school-wide program. Faculty/leadership meet monthly to conduct a data meeting that analyzes all forms of data to determine strengths and weaknesses. This information is shared with all stakeholders and areas of improvement are identified and addressed to move our organization to the next level. Faculty/staff representatives meet with stakeholders twice during the school year to analyze all data sources, review goals, and determine strengths and weaknesses that exist in the organization. As a group the faculty/staff/stakeholders of BIS identify goals based on the areas in need of improvement. As a school staff, we indicated several performance goals for the 2022-2023 school year. The following performance goals have been identified at BIS: Reading, math, and science, student/teacher attendance, and school culture.

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?

Data from walkthroughs, data meetings, summative data: All students took the iReady diagnostic assessments in reading and math in the fall, winter, and spring last year. At the end of the 2021-22 school year, all students took the ACAP Summative Assessment in reading and math, and all 4th grade students took the ACAP Summative Assessment in science. This year, students will be assessed using the ACAP which will be given in the spring, which will provide additional comparative data. Data is also collected through walkthroughs and instructional rounds. This data is examined during data meetings to determine the effectiveness of the instruction provided. Disaggregated data is analyzed during school data meetings and district data meetings to determine if the gap between subgroups and the general population are closing. The process for determining the needs of the individual student. This data is examined and students are placed in their tier groups based on their results. Students identified as tier 3 students are provided intervention services during the school day. In addition, department meetings are held to discuss student progress and any identified gaps in instruction. Identified struggling students will be brought before the problem solving team on a regular basis.

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?

Boaz Intermediate School uses a process that includes creating the continuous improvement plan, implementing the plan, studying the results during data meetings, and acting on the results. The data collection process used in studying the results involves walkthroughs and observation data to ensure implementation of the plan, student data (academic, behavior, attendance), and perception data (student, faculty, parent) to determine the effectiveness of the plan. During data meetings (school and district), strengths and weaknesses are addressed and the plan is adjusted as needed. This process is used to ensure that the school is continuously evaluating the effectiveness of its programs.

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

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.

State of Alabama School Foundation Program funds are allocated based upon student enrollment. All foundation allocated units are located at the school. Title I funds are used to pay for the Title I Aide and to supplement the regular academic program. Title I funds are also used to provide art programs at Boaz Intermediate School.General funds from the district level and school level contribute to the overall instructional program at the school. Title I funds are also allocated to contract an art teacher to support our goal of increasing student attendance. ESSER funds are used to add an additional intervention teacher to support all learning goals.

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).

The Boaz City School System has completed its 18th year of operation. This school system has made remarkable accomplishments in developing a great school system for the students of this small rural agricultural area in Marshall County located in northern Alabama. Each department collaborates in the implementation of an integrated high quality educational experience for students in the following manner:

- Cooperatively working together in ensuring the project plans, goals and objectives are communicated with the central office staff responsible for the program and fiscal management being in compliance with state and federal regulations.

- Coordination of appropriate services with Title I to provide services to students to ensure high academic standards for all students, parenting activities, professional development and provision of the early childhood component to children, if needed.

- Coordination of appropriate services with Homeless to provide resources to families who are by definition homeless and enrolled at the school. Services include health care, tutoring, housing and other services as needed.

COGNIA

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

- Coordination of appropriate services with English as Second Language by providing staff to provide supplemental services to families with Limited English Proficient children.

- Coordination of services with Office of School Readiness to provide referrals as an early childhood component, and coordinate professional development.

- Coordination of services with Boaz City Schools Child Nutrition to provide nutrition counseling, food service (breakfast, lunch).

- Coordination of services with Boaz City Schools Special Education in the vision, speech and developmental assessment screening of children and by providing service to the children who qualify for disabilities covered under Special Education.

- Coordination of services with Boaz City Schools Community Education Program in parent involvement, parent training, supplemental education programs, community relations and enrichment activities.

- Coordination of services with the Boaz City Schools Migrant Program by providing additional supplemental services to families who are certified as 'Migrant." Services provided are supplemental education, medical, academic assistance, clothing, and referral to other appropriate agencies.

- Planning activities that relate to the consolidated plan including parent involvement, identification and selection of students with greatest need and/or use of resources, and the coordination with all existing programs under the Elementary and Secondary Education Act that includes the Stewart B. McKinney- Vento Homeless Assistance Education Act and the Limited English Proficient Education Program.

 - Coordination with the Dwight D. Eisenhower Professional Development Program (Title II) to assist in professional development and access to other programs, which are available.

Staff and administrative representatives of all programs within a school are active members of school planning teams and realize that the Title I School wide process is a dynamic ongoing continuous improvement model and that parent involvement and academic improvement planning are integral influences on year-long Title I planning for all students. Coordination is achieved through reviewing needs assessment data and collaborating resources to provide the most efficient and effective means of services to specific populations of students as needs are identified. This may be in the form of supplemental supplies, services, or personnel without consideration given to the original and primary source of support for these students.

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate 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

📄 BIS 2022-23 Continuous Improvement Team - Signature Page

      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

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

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))

Boaz Intermediate School held its annual Title I Parent Meeting in September 22, 2022. Title I Parent Meeting information was also made available online to all parents/stakeholders. Parents were notified of the meeting by notices sent home with students, Remind messages, social media, and marquee announcements. In addition, the meeting was placed on the BIS calendar and district calendar which were accessible through the Boaz City Schools website. The purpose of the meeting was to inform parents of Boaz Intermediate School's participation in Title I, explaining the requirements of Title I, and explaining the right as parents to be involved in the decision making process of their child's education and how funding is spent to support their child's academic success. The following were discussed at this year's meeting:

-Continuous Improvement Plan Title I Program

- Requirements for Title I, 1% set-aside for parental involvement, parent's right to be involved Parent's Right to Know of the Qualification of Child's Teachers School-Parent Compact Parent Survey School Curriculum

- Meeting the Needs of All Students Parental Involvement in the CIP

- District Data Meeting, Parent Surveys

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) Quarterly parent meetings are offered throughout the school year for parents to meet with teachers about their child's academic performance. Teachers call parents for phone conferences in addition to the parent meetings. If the times are not agreeable with the parents, they can request an alternative meeting at any time during the school year. Digital recordings of important meetings will be kept on file and accessible to any parent who would like to view any missed visitation opportunity or if, for any reason, the meeting must be held virtually.

2) Parents are informed at various times throughout the year that their input is welcomed by the school organization. An annual Title I survey will be sent to all parents to gather perception data on the implementation of Title I programs and resources. Examples of the Parental Involvement opportunities at BIS include but are not limited to:

Upcoming 4th Grade Parent Information and Tour of BIS Night

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

BIS Meet the Teacher Night

BIS Parent Nights

ESL Family Night

Grandparents Breakfast

Spring Fling

Santa's Secret Shop

Classroom Volunteer

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).

All Boaz Intermediate School parents are given the opportunity to respond to surveys. The survey link is made available to parents in several formats - App notifications, social media, email, and parent notes. This data is used when making decisions pertaining to the school program and the allocation of funding. The district holds data meetings twice each year that involves all stakeholders. Boaz Intermediate School has a translator present for parents who speak a language other than English. During these data meetings parents are involved in analyzing the current data and providing input into support the school can provide to parents.

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

Parental Involvement funds are used to purchase materials that are beneficial to the families the school organization serves. Anti-Bullying programs, Drug-free programs, and positive parenting materials are examples of these. The school also offers parenting sessions that address issues such as internet safety through local agencies such as the District Attorney's office, DHR, and the Child Advocacy Center. Materials that support literacy are also purchased with these funds. These materials are available in bilingual formats and a translator is available at the parenting events.

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))

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

Parents are made aware of school events and schedules on a weekly basis through individual teacher and school calendars/newsletters. The communications between school and home are available in the languages of the students served. Parents are afforded the opportunity to meet with any member of the school's faculty or staff with prior meeting request notification. Parents of all representative subgroups are encouraged to take part in the school decision-making process. At our annual Title I meeting, Boaz Intermediate School presented information about the Title I school wide program. The school has also conducted meetings to allow parents and students an opportunity to take advantage of the book fair and visit their classrooms if they desired. Parents were able to gain information about assessments and the curriculum, which consists of the following subjects: reading, math, science, social studies, art, music, computer technology, PE, keyboarding, Project Lead the Way (STEM). Parents were also given information on how to schedule parent-teacher conferences and how they could participate in decisions related to the education of their student. Parents were provided a copy of the student handbook at the beginning of the school year that provided in-depth information on these topics. An interpreter may be provided at the request of the parent to communicate information provided at the meeting. In addition, documents are provided, to the extent practicable, in Spanish and other languages. Additionally, EL Parent Night also includes an explanation of Title I services, requirements for Title I, the 1% set-aside for parental involvement, parent rights for involvement in decisions pertaining to their child's academic success, and parent rights to have input into the development of the school's continuous improvement plan. During EL Parent Night, leadership, teachers, and child nutrition representatives share information with parents about the programs that exist at BIS to support the social/emotional needs of their student, as well as the academic success of their student. All information share during EL Parent Night is translated.

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))

It is the intent of our school organization for all of the stakeholders (students, parents, and teachers) to share the same ultimate goal, increased and improved student academic learning. It is only through these three entities working together that this can happen. The student's education cannot rest solely on the shoulders of the teacher. The student must come to school ready, willing, and able to learn and strive to do his/her best. The teacher must provide an environment that is conducive to learning for all students and encouraging and fostering academic success. Parents must hold both their students accountable while offering assistance and guidance.

Each year the school sends home an updated version of the School-Parent Compact for Title I Schools. Those are kept on file in the student's classroom. The SchoolParent Compact is to be present at all teacher and parent meetings. At the conclusion of each year the School-Parent Compact is updated and revised with appropriate information.

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

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

In the spring of each year, Boaz Intermediate School brings in its CIP committee to review, evaluate, and revise the Continuous Improvement Plan. Parent representatives are invited to participate on the committee. All parents are encouraged to submit their concerns and suggestions to the principal in writing. Parents are notified of the review and their opportunity to make suggestions through notices sent home via students that advise that the CIP is under review. Parents are also notified that after the plan is finalized and approved, if a parent finds the plan unsatisfactory, they have the right to submit their concern in writing to the school, and the school will submit their concerns to the district office at the same time the CIP is submitted. Parent surveys are conducted in the spring of each year giving parents an additional opportunity to express their views.

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.

During parent meetings, various curriculum information will be addressed. (Reading Night, Math Night, Science Night, etc.) Parents will also be made privy to information on how to read and interpret the state assessment (ACAP). The principal sends out a monthly parent update to assist parents in supporting their student throughout the school year. This is available in various languages to meet the needs of the growing non-English speaking population in the area. The school will provide literacy packets with guidance for parents to assist with literacy at home. These packets are available in bilingual formats. The school also provides training for parents that address internet safety.

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

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

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.

> Boaz Intermediate School's CIP committee and Parental Involvement committee works diligently to ensure that all programs are closely aligned with our schools identified goals. The BIS leadership team works with parents during data meetings to develop strategies that will help parents become partners with the teachers in their child's academic success. School leadership, teachers, and parents collaborate in identifying the best way to implement these strategies for communication and involvement. Parent survey information is also used to educate teachers, office personnel, and school staff in ways to build a culture in which school and parents are partners in the academic success of all students.

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

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

> Boaz Intermediate School will continue to work with the teachers through in-service, faculty meetings, department meetings, and grade level meetings in understanding the importance of parental involvement and in understanding that parents are partners with the schools. Our school counselor will work closely with the parent liaison to ensure a closer connection between our schools identified goals and our parental involvement activities.

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).

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

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.

> Boaz Intermediate School coordinates its parental involvement program for all parents using all available resources. BIS maintains an open door policy between the school and parents. We provide parenting brochures, on a wide variety of topics, for all parents. These brochures are available in both English and Spanish. Computers, literature, and other resources are available for parents to use on site and for check out. In addition, our school utilizes an online information system (PowerSchool) to provide parents accessibility to their child's current grades, assignments, attendance, and discipline.

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.

> Boaz Intermediate School uses data collected through parent surveys and collected from parents during data meetings to determine additional parent activities to increase communication, parental involvement, and parent support. All communications between home and school are available in varying languages to meet the needs of the individual parents and students. An interpreter is available upon request for parents who speak languages other than English.

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))

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

Boaz Intermediate School provides opportunities for participation of all parents including those with limited English proficiency and disabilities. Parent notifications are sent to parents with limited proficiency translated into Spanish or other languages. In addition, BIS will provide a translator upon request. Every effort is made to accommodate parents with disabilities and parents of migratory students.EL parent nights are conducted to ensure that non-English speaking parents have access to all of the same information and resources that those of the majority have available to them.

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here https://alsde.onlinehelp.cognia.org/.

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 funds

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

eProveTM strategies: Goals & Plans

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

- **Yes**
- No

2022-23 Title I Schoolwide Diagnostic for ACIP - 2022-23 Title I Schoolwide Diagnostic for ACIP - Generated on 03/20/2023

Boaz Intermediate School

Attachment Summary

Attachment Name	Description	Associated Item(s)
[PDF] BIS 2022-23 Continuous Improvement Team - Signature Page		• 1
[PDF] BIS 2022-23 Parental Involvement Plan		•
[PDF] BIS 2022-23 Parents' Right to Know Letter		•
[PDF] BIS 2022-23 Title I Authority Meeting for Parents		•
[PDF] BIS 2022-23 Title I Budget Meeting Documentation		•
[PDF] Coordination of funds		•
[PDF] Parent Compact Signed		•