



2022-23 Title I Schoolwide Diagnostic for ACIP_08262022_14:51

2022-23 Title I Schoolwide Diagnostic for ACIP

Saraland High School
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Instructions

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

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

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

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?

The Instructional Leadership Team includes representatives from administration, faculty, parent(s), student(s), and all other stakeholders of the school. This team meets throughout the year to analyze data and discuss the types of support to be implemented for address school improvement goals. The team reviews data collected from each core department to examine strengths and weaknesses evident in each department's program. A special meeting of the Instructional Team is held at the beginning of the school year to examine the data from iReady, ACT+ Writing, and AP Exams. Students who are two plus grade levels behind in Reading in grades 9-11 are identified for remediation during the school year. The data are related to the achievement in the four core subjects of the entire student population. In addition, the weaknesses and strengths of the school's RTI program are closely monitored by the team and by the district administration.

Additional information from the SIR Report; teacher, parent, and student surveys; and student's attendance and discipline reports are used to determine the school's areas of weakness and student needs. All of these data sources play a vital part in the determination of the school's overall needs assessment. To improve student attendance, SHS has began the HEROES Attendance program.

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

Compared to the previous year (2021), ACT+ Writing scores (2022) reflected a .60% increase in Math, .36% increase in Science, .32% increase in English, and a .79% increase in Reading. The composite score had a .50% increase. A growth comparison could not be made for the Enhanced Writing sub-test due to ACT's new rubric scoring system for Writing.

SHS students have multiple ways to gain credentialing prior to graduation, including joining the military, meeting benchmark on one sub-test of the ACT, passing a Career Tech certification test, scoring a 3 or higher on an AP exam, passing a dual enrollment class, and score silver or better on the ACT Work Keys Assessment.

The ACT Work Keys Assessment was issued for the 2021-2022 year with the results following. Data are presented by level of achievement and student counts. A total of 37 students needing credentialing were assessed. Of the 37 students: 0 students received platinum; 0 students received gold; 17 students received silver; 0 received bronze; and 3 received no certificate.

The Alabama Alternative Assessment administered in 2021-2022 school year did not have a reportable subgroup.

The WIDA ACCESS 2.0 Assessment was administered for the 2021-2022 school year. The results are as follows: Of the 7 students assessed, 75% met their target with three scoring 4.8 or higher. Writing showed the area with the most improvement with there being a strength in Listening & Reading while Speaking exhibited as being the area of improvement. The goal for FY23 will be to continue to improve EL achievement through high quality instruction; in-school intervention for literacy and language development; and high quality professional development opportunities for administrators, teachers, and instructional staff.

3. What conclusions were drawn from the results?

According to our trend data, all departments will continue to work collaboratively to improve ACT+ Writing sub-test scores for 11th grade students. According to our trend data, the school will continue to increase the number of students scoring silver or higher on the ACT Work Keys assessment. Currently, the majority of students are achieving at this level. According to trend data, all AP teachers will continue attending A+ College Ready and College Board training sessions. With weaknesses in vocabulary and comprehension of informational texts, SHS utilizes the Word of the Day focusing on vocabulary and will implement Spartan Scholars focusing on reading and comprehension. SHS will also utilize Newsela to target deficiencies in vocabulary and reading comprehension. On To College will be implemented in all core subject classrooms to improve deficiencies on the ACT+ Writing. Vertical Alignment Teams will meet to strengthen classroom instruction and student achievement. To target areas of weakness, an initiative has been taken to reduce classes for small group instruction.

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

According to Educator Effectiveness and other Professional Evaluation Profile Information, content knowledge is a major strength of teachers at Saraland High School. Many teachers participate in professional development related to their content areas throughout the school year and during the summer by attending Advanced Placement (AP), ACT+ Writing, College and Career Readiness Professional Development, Career Tech State Conferences, and professional development programs offered by SARIC, the ALSDE, and AMSTI.

Collaboration and communication within each department, and across the disciplines, is identified as a major strength in increasing student achievement. The addition of the ACT lab and all technological equipment necessary will provide students with more assistance on standardized testing. Monthly teacher sessions with the Instructional Partner will focus on strategies for areas of need on standardized testing. According to standardized testing data, all core classes take an ACT Benchmark test once per quarter developed by teachers relative to their curriculum objectives and ACT objectives.

According to local data (i.e. LEA, school, grade-level assessments, surveys, program-specific assessments, and Rtl), all core classes take comprehensive semester exam developed by teachers relative to their objectives and curriculum planning and

pacing guides. Teachers then analyze the data to determine students strengths and areas of need for additional instruction. Remediation is provided both during and after school hours to assist students in overcoming any identified weaknesses. The after school tutoring program is held one day per week in each subject area for one hour with transportation being provided for those who rely on school transportation to and from school.

There has been a need to grow our Career Technical Programs. To do so , wall displays will be created to promote awareness for Career Technical Programs. The promotion of Career Tech programs will provide students the opportunity to enter the workforce immediately upon graduation from high school.

Under the Rtl program, teachers collect student evidence and submit student portfolios to the Rtl coordinator monthly. The evidence is then stored, electronically, in student files located in the office of the Rtl coordinator. Through monthly meetings, each student's rate of improvement (ROI) will be determined. The evidence is collected, along with other student data, and examined and analyzed monthly by the grade level teachers and Rtl Coordinator. At that time, recommendations are made to either release the student from the program, continue with current strategies, try different techniques to help the student by successful in his/her academic program, or refer to Special Education.

According to Career and Technical Education Program Data Reports, data are collected annually from Microsoft Office Suite (MOS) credential scores, ServeSafe credential scores, Certified Guest Services credential scores, NCCER Welding credential scores, Certified Nurse Assistant (CNA) scores, and Airframe and Power Plant (A&P) scores.

According to the School Demographic Information related to student discipline (i.e. total office referrals, long- and short-term suspensions, expulsions, alternative school placement, School Incidence Reports (SIR) data, or student attendance), Saraland High School reported a total of 166 disciplinary incidents in 2021-2022, a 33% increase from 2020-2021. Of those referrals, 106 were out of school suspensions, 41 in ISS (in school suspension), and 19 being placed at the alternative school.

Our School Advocacy Program plays a crucial part in student support with academics and discipline by having an adult mentor assigned to every student. We also have the Peer Helper program that is presented and discussed every quarter with all students.

The graduation rate for the 2021-2022 cohort was 97.83%, a 1.83% increase from the previous cohort.

According to School Demographic Information related to student attendance, patterns of tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency, including migratory moves, the ADA/ADM report for Saraland High School for 2021-2022 from August, 2021 until May, 2022, the school had a 88.16% Average Daily Attendance Rate (ADA). Due to this percentage, the HEROES

System-wide Attendance Program has been implemented for the 2021-2022 year, promoting attendance and being at school all day, every day.

Credentialing: Of the 276 students in the class of 2022, 266 credentialed and 10 students were not credentialed. This results in 93% of the class being credentialed.

Certified Nursing Assistance (CNA) class had 26 students test and 100% of those students passed the certification assessment.

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

The Saraland High School faculty and staff strive to achieve the goals set forth by the Saraland City School System's Central Office and the Alabama State Department of Education. Teachers will be better prepared to educate all students and the strategies outlined in the CIP will improve their effectiveness in the classroom. Through meaningful professional development and access to technology, teachers will continue to implement College and Career Readiness Standards (CCRS) in their lesson plans, classroom activities, and assessments.

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

The information gathered through assessments have provided a clear and concise report of overall school effectiveness and progress. Each critical initiative and activity were developed to address a specific, identified weakness. Academic initiatives were developed for analyzing student assessment data, including focus on the student well-being, attendance, ACT+ Writing, vocabulary, reading comprehension, and mathematics. Technology initiatives were developed after reviewing technology survey data, usage requirements, and school inventory. Professional development initiatives were developed after analyzing student assessment data and reviewing teacher surveys.

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

Differentiated Instruction provided in every classroom addresses the needs of all students and assists them in reaching their highest level of academic ability. Small group, strategy, and intervention classes provide instruction for the students needing remediation and/or additional assistance. The school's goals encompass the needs of all students.

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.

For the 2022-2023 school year, SHS will focus on four priorities being maintaining high expectations and provide equitable access to multiple opportunities resulting in high achievements for every student, every day; fostering engaged stakeholders who are actively promoting student success; recruit, hire, grow, and retain qualified personnel who continually improve practices to meet all students needs; and integrate a multi-tier system of support to build relationships and promote student success.

Through the implementation of block scheduling, SHS faculty and staff will provide critical, high-quality instruction that will incorporate Webb's Depth of Knowledge, Schoology, and differentiated instruction. Teachers will have the opportunity to receive professional development on various resources that will provide proficiency in all academic areas.

Departments are given opportunities to participate in vertical team meetings, A+ College Reading training, AP training, and AMSTI training. SHS will implement programs and support systems for students to improve student support to include Failure Free Reading for self-contained classrooms, Spartan Scholars, the Rtl team and strategies, intervention, strategy and small group classes, ACT prep sessions, TurnIt In, Nearpod, Newsela, Quizzizz, and the Advocacy Program our school-wide student mentoring program.

2. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include**—

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Central Office personnel, administrators, the CIP Chair, and teachers from Saraland High School meet throughout the year to examine data and demographics from the previous school year. The data examined includes addressing academic needs in all

subject areas, ACCESS for English Learners, the Alabama Alternative Assessment, ACT+ Writing, Work Keys, iReady Data, the Alabama State Department of Education Educator Effectiveness, mentoring programs, and extended learning opportunities.

Every subject will focus on improving standardized test scores using On To College and ACT Benchmark tests; increasing rigor and providing equitable access to learning opportunities using Webb's DOK and CCRS; creating an engaging environment through implementation of differentiated instruction, incorporating technology and Project Based Learning; and increased technical certifications.

English Learners will focus on improving reading, writing, listening, speaking development, and increasing comprehension and production skills. The district provides an English as a Second Language (ESL) teacher and provides her with training on strategies for teaching EL students. The ESL teacher will provide classroom teachers training to improve EL's academic performance and achievement of content standards. EL students will be provided small group instruction and differentiated instruction necessary in content or language acquisition.

Strategies are implemented to address the number of students tardy or absent from school during the year. The school attendance clerk, administration and representatives of the local LEA monitor attendance closely. The school system has implemented a new attendance program called HEROES to address and promote attendance.

The counselors coordinate small group counseling sessions with representatives from various community agencies to discuss wise decision-making strategies and the importance of both school attendance and a high school education. SHS has one counselor from Alta Pointe and the system's mental health coordinator on campus throughout the year to assist students.

The Student Advocacy Program is an accountability system used to ensure every student in the school has at least one supportive adult assigned to them as an advisor. This does not eliminate the role of the guidance counselors, but adds additional, individual support for students. All students are assigned a staff member who will serve as their advocate and support person.

Parents and students with attendance issues will be referred to the Early Warning Truancy Program. Parents will be required to attend meetings and administrators and central office personnel to discuss and resolve truancy issues.

A senior Portfolio Night will be held in August to discuss requirements for graduation, post-secondary options, and the transition process from high school. Announcements and videos will also be made available to parents and students through Schoology. Folders containing senior information will be sent home with students. Parents will receive information about all school events and academic activities through Schoology, Facebook, School Cast Calls from the principal, and an extensive and current website.

Contact forms will be developed and sent home to parents on a regular basis to inform them if their students are having academic difficulties. Additional forms will be developed to inform parents of their students' academic accomplishments and success in the classroom.

Career Technical Education teachers will focus on preparing all of their students to be college and career ready. Five programs offer a credential for students. Those five programs include Business Management and Administration, Health Science, Hospitality and Tourism, Welding, Teaching and Training, and Airframe and Power Plant (A&P). Students are also offered Project Lead the Way Engineering that allows them to gain valuable hands on skills by completing several engineering projects in the classroom and engineering lab.

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.**

Saraland High School offers a variety of support and reinforcement of academic skills through morning and afternoon tutoring. Besides teachers offering individual tutoring, SHS provides students with an afternoon tutoring program one day each week for one hour with transportation provided for students in need of school transportation.

To prepare for the ACT, all students are provided online tutoring with On To College prior to national test dates. To prepare AP students for AP exams, AP teachers hold required study sessions before and after school.

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.

Saraland High School utilizes several resources to address academic challenges for each group within the school. Anonymous donations along with churches food banks and community organizations provide food, personal hygiene products, and other necessities for those students and families in need. Saraland has a system-wide Mental Health Coordinator for students in need of specific services. Students are referred to Alta Pointe for mental health services.

English Learners are pulled out for direct instruction sessions with the ESL Resource teacher two or more times per week, based on need. English Learners are also placed in a strategies class, based on need. The ESL teacher incorporates the ELD Standards and accommodations are made for EL students in the mainstream classroom, based on proficiency levels. Saraland High School also utilizes Dyned, a Language Development Application and offers all students the opportunity to participate in the Multiculture Club.

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.

Saraland high School provides one-on-one conferences with parents, and/or guardians, of English Learners and data is translated into their language using Transact, an online Translation Device. The ESL teacher also uses WIDA DRC assessment tools. Interpreters are used on an as needed basis.

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

Saraland High School had a 9% (6 teachers) teacher turnover rate from the 2021-2022 school year to the 2022-2023 school year.

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

Teacher and learning personnel at Saraland High School hold the following professional degrees. There are 29 professional personnel with a Bachelor's degree; 50 professional personnel with a Master's degree; and 1 professional personnel with a Doctorate degree.

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

The turnover rate for Saraland High School is not high. The turnover rate that takes place is due to advancing professional positions academically, athletically, relocation, or retirement. When certified personnel are leaving a current position, there is often promotion taking place within Saraland City School System. Saraland High School began block scheduling for the 2019-2020 school year, resulting in a new teaching unit, increasing professional personnel. For the 2022-2023 two additional teaching units were added for small group class settings.

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

Data from all academic assessments are compiled to show annual trends. Data from surveys are compiled to determine professional development. SHS employs an instructional partner that presents this data to the faculty and staff to aid in professional development days throughout the school year. Each department meets to review assessment results, through regular data meetings. There is also professional development provided on engaging students through rigorous and differentiated instruction to meet the academic needs of all students.

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

Teachers, principals, paraprofessionals, and other personnel are provided opportunities for professional development. All personnel is provided continuous technology professional development for engaging and rigorous curriculum.

Administrators and teachers attend workshops, including PowerSchool training, PCN, Schoology, A+ College Ready, AMSTI, STEM Certifications, National Board Certification, Vertical Team Meetings, AP training, and KLN. During the summer, teachers from core subjects are sent to A+ College Ready training. Faculty and staff also participate in school-based instructional rounds and peer observations throughout the school year. Teachers are given opportunities to attend regional and/or national conferences for their respective subject area, including career technology. Any teacher, instructional partner, or administrator who attends professional development conducts turn-around training for the entire faculty and staff.

Counselors attend the Alabama Counseling Association Annual Conference, Peer Helper and Response to Instruction, ACAP, ACT, Pre-ACT, PSAT, Work Keys, Jason Platt, and Erin's Law throughout the school year.

The Library Media Specialist will attend the Information for District Library Media Supervisors (WebEx), the Alabama Library Expo, As A Librarian: Key Reading Trends-Back to School 2022, the SCS Library Media District Meeting (Zoom), and the SCS ATiM Library Technology PLG 2022-2023 (Virtual).

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

Each new and inexperienced teacher is assigned a mentor at SHS. Those mentors act as an advisor and mentor for all new personnel in regards to the classroom and academics. Each mentor meets with new teachers to ensure they have an understanding of the curriculum guidelines and procedures, the discipline policy and procedures, the uniform policy and procedures, school and department meetings, and technology used by faculty and staff as well as technology available for use in the classroom. Mentor teachers meet with new teachers monthly and any other time in between, as needed.

12. Describe how all professional development is "sustained and ongoing." Professional development at SHS is a continuous process that carries from year to year. Each year begins with professional development days, including additional professional development days at the end of each quarter. Each teacher creates their professional learning plan that incorporates the overall goals for SHS. Each teacher's professional development plan is documented with evidence of any professional development that pertains to each specific indicator. Teachers are provided opportunities to attend professional development throughout the school year that will take place inside and outside of school, including AMSTI, Regional/ National Conferences, Learning Carousels, and Peer Observations.

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.

Saraland High School hosts an 8th grade transition field trip each spring for rising 9th graders. SHS Counselors also visit the middle school and meet with every 8th grade student to determine their 9th grade schedule. All 11th grade students are provided a College and Career Day each year, giving them opportunities to meet with colleges and/or universities on various degree programs, as well as military branch personnel and trade professions. All 12th grade students are provided college visit days where they get to tour colleges and/or meet with college recruiters. Numerous colleges come to campus throughout the year for students to visit with if they are unable to attend a college visit outside of school.

Students are also provided opportunities to participate in the Health Services Program, where they can become certified nurse assistants; the Welding Program, where they can receive welding certifications; the Airframe and PowerPlant Program, which are dual enrollment classes through a local college where students become certified in A&P; the Engineering Program where students work on Engineering-specific projects throughout the year; and Hospitality and Tourism, which is dual enrollment, where students have the opportunity to certify in ServeSafe and Guest Services. Students enrolled in Business Management and Administration can become Microsoft Office Specialist Certified.

SHS also employs a full time Career Coach and a full time Transitions Coach for students.

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)

Students are not denied access to CTE programs due to their race, sex, national origin, limited English speaking ability, handicapped condition, or economic status.

Saraland High School's CTE programs are open to all populations. Special populations are recruited from both traditional and non-traditional programs.

Accommodations are designed to help special population students meet or exceed state adjusted levels of performance. Special population students are encouraged to participate in all available programs. The CTE Director, local school administrators, and CTE teachers/counselors evaluate all programs serving special populations annually by reviewing the Placement/Follow-up data and credentialing data.

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?

Saraland High School evaluates achievement results achieved by the school-wide program meetings, quarterly proficiency meetings, CIP meetings, and quarterly data analysis reviews. During these meetings, administrators, the instructional partner, teachers, and school counselors analyze student achievement data (i.e. formative and summative assessments) to determine areas of strength and weakness. Once areas of need are determined, teaching strategies are implemented.

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?

Through the RtI process, Tier III students are identified by classroom teachers for additional intervention in their area(s) of need. The RtI team meets monthly to review each student's progress to determine if the strategies are working or need to be modified. Additionally, each student is assigned a teacher mentor through the Advocacy Program to address their academic, social, and emotional needs.

3. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The CIP is reviewed throughout the school year by the School Leadership Team and central office personnel. During these meetings, the plan is updated and revised when needed. Parents, student(s), and community stakeholders are invited to participate in the reviews.

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.

The following programs are consolidated/coordinated in the school-wide programs:
Federally funded programs - Turnit In and Quizzizz; Locally funded programs - Failure Free Reading, John Baylor/On To College, Nearpod, Newsela, Robotics

program, Pre-ACT for 9th grade, ACT for 10th grade, and Zip Grade. State funded programs - ACT Prep, Science in Motion, NMSI, and Drug Education Council.

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).

For the following programs, personnel are in place for Violence Prevention: Anti-bullying contracts, 1 - Resource Officer who directly monitors through cameras by Saraland Police Department, 3 onside counselors, 1 Saraland City Schools Mental Health Coordinator, 1 Alta Pointe Counselor through USA Hospital, and Red Ribbon Week.

Our nutrition program provides a health breakfast and lunch, meeting the needs of all students including free and reduced.

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



2022-2023 School Parent Compact

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

☒ YES

☐ NO

☐ N/A

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

☒ YES

☐ NO

☐ N/A

Parent and Family Engagement

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

During the first semester that school is in session, Saraland High School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through school cast calls and through school website and social media postings. Topics to be discussed at each year's meeting are as follows: Continuous Improvement plan; an explanation of the school's curriculum and/or state content standards; Title 1 Program and participation, its services, and parent's rights; Parent and Family Engagement Section of the Continuous Improvement Plan (Overview and Distribution); School-Parent Compacts; the Parent Center and Parent Set-Aside Budgets; Parent Survey; and LEA Consolidated Plan. Social Media, including Facebook, Twitter, and Instagram are used frequently to post information pertaining to academics, clubs, or athletics.

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.

The leadership and staff of Saraland High School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible and/or virtual schedule. For example, Parenting Day is scheduled during the school day, and the Instructional Partner and Counselors are available to meet with parents during school as well as after school. Due to increased safety measures, visitors and volunteers are limited and meetings could possibly take place virtually.

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).

Saraland High School believes in involving parents in all aspects of its Title I program. The parent representatives on the CIP committee actively participate in the development of the plan and are involved from the initial meeting of the committee. In addition, all parents are given the opportunity to review the plan and offer their input before the plan is approved. For the Parent and Family Engagement Plan, all parents are given surveys in the Fall and at the end of the school year, seeking their input on culture, climate, activities, training, and materials that the school should offer to parents during the school year. Each year, the Continuous Improvement Plan, including the Parent and Family Engagement Plan, is reviewed and evaluated. Results of parent surveys will be reviewed by the parent representative(s) and the entire CIP committee to determine needed changes.

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

Saraland High School uses its parental involvement funds to purchase materials and supplies for parents. Specifically, materials used to correspond with parents about their child's academic progress or attendance are purchased with Title I funds.

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))

All parents are given a copy of the school-parent compact at the beginning of each school year. the compact is explained to parents, and parents are asked to sign the compacts signifying their commitment to working in partnership with the school to ensure the success of their child. The compacts are discussed with teachers at faculty meetings and teachers are given the responsibility to explain the compacts to students and obtain student signatures. The school principal also signs the compact. Teachers keep a copy of the compact in their classroom for use during parent-teacher and/or student/teacher conferences. Furthermore, the Parent-Student Handbook is revised at the end of each year. Teachers review the handbook with students at the start of school. The Handbook is available on the school website for parental access. A printed copy is available to parents and students upon request.

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))

In May of each year, and throughout the summer, Saraland High School convenes its CIP committee to review, evaluate, and revise its Continuous Improvement Plan.

Parent(s), student(s), and community stakeholder(s) serve on the committee. A copy of the CIP plan is available for review in the library. Parents have the right to give input regarding the revision of the plan. Parents can submit their comments or suggestions regarding the plan at any time.

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

In May of each year, and throughout the summer, Saraland High School convenes its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. A parent, student, and community stakeholder serve on the committee. A copy of

the CIP plan is available for review in the library. The parent has the right to give input regarding the revision of the plan. The parent can submit their comments or suggestions regarding the plan at any time.

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

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

At the beginning of each school year, Saraland High School will hold its annual Title I meeting for parents. During the meeting, information is presented about the Title I program, the curriculum, and academic assessments. Basic curriculum content is outlined for parents. They learn how to schedule parent-teacher conferences and how to participate in decisions related to the education of their child. Parents are given a copy of the title I Parents Right to Know packet, a parent survey, and a copy of the district and local Parent and Family Engagement Plan. Parents have access to the computers, resources, and training through the school's Guidance Department and Library Media Center.

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.

Saraland makes every effort to work with parents and address requests related to their children's education. For example, parent surveys are distributed through the year and become the driving force behind the topics covered in the parent

workshops for the school year. The surveys help determine times and days of the week that are best for including parents in the academic program. The importance in the role of parents is emphasized in faculty meetings with all staff.

Communication with parents is paramount in developing a successful relationship between school personnel and community members for the success of the 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.

Saraland High School makes every effort to work with parents and address requests related to their children's education. For example, parent surveys distributed in September are the driving force behind the topics covered in the parent workshops for the school year. The surveys help determine times and days of the week that are best for including parents in the academic program.

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.

Saraland High School provides opportunities for parents with limited English proficiency and disabilities to participate in the academic program. All parent notification are provided to parents in their native languages. Documents are

translated to other languages with technology within the school. In addition, the school has three bilingual teachers who are available to assist in verbal communication with Spanish speaking parents. At this time, Saraland High School has no migrant students. Additionally, every effort is made to accommodate parents with disabilities; therefore, Saraland High School is a handicapped-accessible building.

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.

During the first semester that school is in session, Saraland High School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through school cast call, and through school website and social media postings. Topics to be discussed at each year's meeting are as follows: Continuous Improvement Plan; an explanation of the school's curriculum and/or state's content standards; Title I program and participation, its services, and parent's rights; Parent and Family Engagement Section of the Continuous Plan (Overview and Distribution); School-Parent Compacts; the Parent Center and Parent Set-Aside Budgets; Parent Surveys; and LEA Consolidated Plan.

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))

Saraland High School provides opportunities for parents with limited English proficiency and disabilities to participate in the academic program. All parent notifications are provided to parents in their native languages. Documents are translated to other languages with technology within the school. In addition, the school has three bilingual teachers who are available to assist verbal communication with Spanish speaking parents. At this time, Saraland High School has no migrant students. Every effort is made to accommodate parents with disabilities. Additionally, Saraland High School is a handicapped-accessible building.

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.

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)
 2022-2023 CIP Signature Page		<ul style="list-style-type: none">•
 2022-2023 School Parent Compact		<ul style="list-style-type: none">• 1
 SHS Coordination of Resources Comprehensive Budget FY23 New		<ul style="list-style-type: none">•