



## 2020-2021 Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

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## Instructions

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

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

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

## **Title I Schoolwide Diagnostic for ACIP**

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

Data from a variety of instruments was used to conduct the needs assessment. Data was obtained from Chalkable, DIBELS, ACCESS, Performance Series, and surveys of parents, students, and teachers. The ACIP team members analyzed the data to determine the school's strengths and weaknesses.

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

Seventy-five percent of Kindergarten students were either strategic or intensive in reading as shown on the DIBELS middle of the year assessment and 36% were either intensive or strategic in first grade. Students showed areas of weakness in 2nd and 3rd grades from the beginning of the year benchmark assessment to the middle of the year DIBELS benchmark assessments in oral reading fluency accuracy. This is evident through the change in percentage of students in each of the following three categories: intensive, strategic, and core. An analysis of the mid-year Performance Series assessment shows grades 4 and 5 improved in reading, grades 3, 7, 8 had a slight decrease in reading, and grade 6 stayed the same in the area of reading. The Performance Series mid-year assessment in math showed all grades 1 -8 improved in math, with the exception of 4th, who stayed about the same. Grades 3 -6 scored low average, quartile 2, on comprehensive science on the Performance Series beginning of the year assessment. Although Steele Jr. High School does not have enough diversity within its student body to classify in most subgroups, gaps in achievement were identified. EL students scored lower on summative assessments than peers not identified as EL. Special education students also scored lower on summative assessments than peers not receiving special education services.

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

DIBELS scores for nonsense word fluency in kindergarten and first grade were identified as areas of weakness in reading at the mid-year benchmark assessment. Kindergarten also showed weaknesses in letter naming fluency - correct letter sound. First grade showed an area of strength in oral reading fluency word correct. Second and third grade showed weaknesses in oral reading fluency, however, showed strengths in oral reading accuracy. Grades 3, 4, 5, 6 showed improvement in the area of long passages on the Performance Series mid-year assessment. In addition, grades 3, 4, 5, 6 indicated areas of strength in vocabulary. Non-fiction text showed an area weakness in third and sixth grades. The non-fiction mean scaled score was lower than the fiction mean scaled score in grades 4, 5, 7 and 8. Measurement was an area of strength in grades 1, 2, 3, 4, 5, 6 on the mid-year

Performance Series math assessment. Numbers and operations were an area of strength in grades 7 and 8. All grade levels, with the exception of grade 7, improved in the area of algebra. Data analysis and probability were an area of weakness in grades 1 and 8. Grades 4 showed an area of weakness in geometry. Grades 2, 3, 5, 6, and 7 showed improvement in the area of geometry. Grade 8 indicated a weakness in numbers and operations. Grades 3 -6 scored low average, quartile 2, on comprehensive science on the Performance Series beginning of the year assessment. Student nor teacher absences were not identified as a contributing factor to low test scores. Although Steele Junior High School does not have enough diversity within its student body to classify subgroups of race, English language learners gaps in achievement were identified. EL students scored lower on summative assessments than their counterparts not identified as EL. Special education students scored lower on summative assessments than regular education students.

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

Stakeholder perception results revealed strengths and weaknesses within the school environment and instructional program. The Title I parent survey indicated 91% of parents indicated they feel welcome at school and 97% state their school encourages them to be involved in their child's education. The parent survey about remote learning showed the highest scoring items were their children routine to learn from home were the same each day, children's online activities challenge him/her to think creatively, and students spend more time on online assignments as compared to being in school. The lowest scoring items on the parent survey about remote learning were their child's choices to learn about things he or she were interested in the most, students were given assignments that help him/her understand what is happening in the world now, and children staying connected with their friends. The student back to school readiness survey indicated they learn best with a teacher and they missed school last spring. Sixty-four percent of students have internet at home that works well. The survey also showed 80% of students are excited about the new school year. After analyzing multiple summative assessments, reading and math proficiency were identified as school-wide areas in need of improvement. Increasing math and reading proficiency school-wide will become part of the ACIP plan. The demographic data was analyzed. Seventy-five percent of students qualify for free or reduced lunch, and racial diversity only exists during the months of August - October which is the time migrant students attend Steele Junior High School. Once the migrants leave in late October, racial diversity is minimal.

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

Our needs assessments dictate our ACIP goals. The data gained from our analysis of summative assessments and stakeholder feedback diagnostics is used to identify areas of weakness to be addressed in the ACIP.

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

The goals are derived from multiple sources of data. The leadership team utilizes the following data sources: DIBELS, Performance Series, common assessments, additional EL assessments, and multiple stakeholder feedback diagnostics. Through the on-going analysis of these data sources, goals are set, monitored, and adapted to successfully address the identified needs of students, teachers, and parents.

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

Because Steele is a Title I school with approximately 75% of our students qualifying for free and reduced lunch status, all goals pertain to a majority of our students who overwhelmingly come from disadvantaged backgrounds. The goals, objectives, strategies, and activities selected address the needs of the school as a whole. These data instruments are further analyzed to determine specific goals for students with IEP's and IELP's.

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.

SJHS utilized the tier model for instruction. Tier II students received additional instruction from the classroom teacher and Tier III students were pulled out and received instruction from the intervention teachers. Lexia is used for Tier III reading instruction. Saxon phonics and Reading Eggs are used to develop and build reading foundational skills. Reflex Math is used to help build math fact fluency. Math Seeds is utilized to help build math foundational skills. IXL Math is utilized to with math support and math intervention.

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.)

The counselor provides monthly counseling lessons for all grade levels using a counseling curriculum. The counselor utilizes small group activities and individualized activities to for student support. Project Cope is used to to assist students who are at risk and in transitioning to the next grade level. A Tiered Instructional Model is utilized to meet the academic needs of students. Data and PST meetings (Problem Solving Team) are held throughout the year to discuss student's academic needs and behavioral needs of students. These meetings also determined if a student should be referred for special education services. A special education teacher provides services for students with IEPs.

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.**

Migrant funds provide a summer program for the migrant students at Steele Junior High School. If additional funds are available, a tutoring program will be held for migrant students. Afterschool tutoring is offered for struggling in the area of reading. Software has been purchased that allows students opportunities to access websites outside of the school day to assist in homework support and to assist in academic weaknesses. These websites include: PebbleGo, PebbleGo Next, Reflex Math, IXL Math, Math Seeds, Reading Eggs, Worldbook, and Lexia. Devices are also given to students who are in need of them.

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, English learners, economically disadvantaged, special education, neglected and/or delinquent students , and homeless students have equal access to the same free and appropriate public education provided to other

children and youth. All of these students are provided with the opportunity to meet the same challenging state standards to which all students; are held without being stigmatized or isolated. These students have access but are not limited to the following services and programs: universal free breakfast and dinner, free/reduced lunch, counseling services, RTI services, Department of Human Resources, Department of Mental Health, and vision screening at school. Various community resources provide support to students for school supplies, food, and clothing, There are no barriers for any student enrolling at Steele Junior High School. Tiered instructional model is provided to all students in need of support. Most all of our students are economically disadvantaged. Migrant students are provided additional support through an instructional aide who also serves as a translator for parents. English Language Learners are provided additional support by the EL teacher and bilingual aide. Special Education students receive additional support form the special education teacher. Delinquent students have plans addressed through the school's problem solving team. Homeless students are identified and supported through our administrator and systemwide parent liaison. Each of these populations receive appropriate Tier I, Tier II, and Tier III services as needed.

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.

Family Engagement/Parental involvement is facilitated through the use of translators/interpreters at school events and for written communication between school and home, and the use of the TransACT program for various written notifications. Schools also refer parents/families to various programs available in the local communities. The district has a parent involvement liaison who works exhaustively with the administrators in all the schools to promote parent involvement for all students, including EL parents. She offers workshops to parents on a variety of topics building capacity of the parent to improve the achievement of their child/ren. Each school in the St. Clair County School System provides assistance to parents and family members in understanding topics such a the following:- College and Career Ready Standards (CCRS),- state and local academic assessments including alternate assessments,- grading procedures,- Title I requirements,- strategies for monitoring their child's progress, and- strategies for working with educators. Steele Junior High School conducts grade level meetings, departmental meetings, and/ or individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers provide information regarding tools to monitor student progress (i.e., Inow Parent Portal, progress reports, and report cards). An interpreter is available to assist in helping EL parents to understand and communicate. Homeless funds, if allocated, are used to purchase needed supplies for those students identified as homeless. This may



include school supplies, clothing, and transportation costs if needed. The goal of Title IV-A is to provide all students with access to a well-rounded education, improve school conditions for student learning and to improve the use of technology in order to improve the academic achievement and digital literacy of all students. The St. Clair County school system meets these goals by providing counselors from St. Clair/Blount Mental Health (contracted service) who meet with identified students to build resilience, self-control, empathy, coping skills, anger management skills, etc. All communication, digital or print, is sent home in Spanish and English.

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

Steele Jr. High has traditionally had a low turnover rate. However, board of education voted to move grades 7 and 8 to Ashville Middle School, the feeder school to Steele Junior High School. A teacher was transferred with these students. The teacher teaching 7 and 8 science part time, was transferred to Ashville High School full time. Unfortunately, due to low enrollment, the preschool was not offered this year at SJHS. The teacher and aide were transferred to Ashville Elementary School as the preschool teacher and aide. Hopefully enrollment will be up for the 2021-2022 school year and preschool will be available.

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

All teachers at Steele Junior High School are highly qualified in their assigned academic areas. Seventy - five percent of the faculty have 15 or more years experience. The overall average teaching experience is 14.6 years. Five out of the twelve teachers have a Bachelor of Science Degree, six have a Masters' Degree, and one has a 6th Year degree. The principal has seventeen years of combined experience as a teacher, librarian, assistant principal, and principal. She is also a National Board Certified teacher.

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)?

Steele Junior High School does not have a high turn over rate. Initiatives such as embedded, ongoing professional development, teacher / learning support , and Alabama Teacher Mentors (for novice teachers) to ensure current teachers are successful.

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

Data meetings and PST meetings are conducting on a regular basis throughout the year. Assessments, both formative and summative, are evaluated closely to determine student needs. Response to Instruction is utilized using Tier, I, II, III instruction. Based on this data, we utilize ongoing, job embedded, PD on strategic

instruction planning and implementation. SJHS uses turn around training for CCRS for reading and math content. Our EL teacher provides PD to address EL strategies (effective instruction). Teacher leaders are identified and used during grade-level planning PD.

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

PD opportunities are embedded in the school day. A PLC was created for PD for after school PD. Opportunities are needs driven and monitored through walkthroughs and student performance on formative and summative assessments. Our system is a member of CLAS. Through CLAS, teachers and administrators can attend various workshops that are inspiring educators through high quality professional development. Workshops are also available through the Jacksonville State University In-service Center. Our district offers various PD opportunities throughout the school year and summer for all employees.

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.

Alabama Teaching Mentors are used for novice teachers. They are assigned mentors within their grade level range to provide ongoing support. New teachers are also given opportunities to visit grade level of other schools for additional support.

12. Describe how all professional development is “sustained and ongoing.” Teachers in St. Clair County Schools are required to earn 60 professional hours over a five-year period to maintain their Alabama Teaching Certificate. They may participate in workshops or classes from outside sources or from many options provided in the district. Currently workshops and job-embedded trainings are available for LETRS, E-Prove, Science, College and Career Readiness Standards, AP courses, Laying the Foundation, Safety, Special Education and SPIRE, SAMUEL (for EL teachers). This professional development is determined through a yearly needs assessment. It is also based on the student data that is reviewed during the data meetings. During the data meetings strengths and weaknesses are determined and professional development needs are identified.

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.

Kindergarten orientation is given to parents to help them transition their children to school. Kindergarten Camp is offered in the summer before school begins to help students transition from home to school to assist students to be school ready. Kindergarten registration begins during the spring of the school year. Children registering for kindergarten are given various tests to see where they may be academically. Parents and students are also given a tour of the school. Students attend the Head Start program take a yearly field trip in the spring to the school. Students visit all areas of the school to help them become acclimated and get them excited about attending school. Sixth grade students take a field trip to Ashville Middle School in the spring. This allows students to become acclimated to the school. Students meet faculty and become familiar with the facility. Course offerings are discussed with students and schedules are given to help parents and students make class choices for the upcoming school year.

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

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?

Results from the Performance Series assessments, AimsWeb Plus assessments, and district common assessments are analyzed by the principal, interventionist, and classroom teachers. These results are used as indicators of the progress toward and achievement of schoolwide goals. Results are analyzed by subject, graded level, subgroups, and individual students. PST (Problem Solving Team) meetings are held to review student data and monitor progress of our RTI students. Faculty meetings are held to discuss student issues and discuss any problem issues without school goals and programs. IEPs and IELPs meetings ensure that parents are provided an opportunity for input into services and goals for their child. Surveys are utilized to provide parental input on the evaluation of our school wide program. We are constantly looking for ways to improve at SJHS. our school and school wide programs.

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?

SJHS is constantly reviewing data. Progress monitoring is utilized to determine if student's are on track and making progress growing academically. In addition, students in our intervention programs are closely monitored to ensure they are reaching goals. Formative and summative assessments are used to determine if the schoolwide program has been effective in increasing the achievement of students furthest from achieving the standards. Data from multiple types of assessments is desegregated to identify the achievement of students considered "at-risk" of not achieving the school wide goals.

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 a working document and is continually evaluated throughout the school year. The CIP may be revised at any time. The end of the year evaluation allows for more in-depth, thorough evaluation of the year long plan. CIP team members change yearly to allow input from multiple stakeholders.

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 goals of Steele Junior High have been developed based on the needs assessment. Title I funding is coordinated and integrated to help achieve the school wide goals. Currently, SJHS utilizes federal funds for teacher salaries, library books, software and subscriptions, computer hardware, family engagement, classroom materials, after school tutoring. Federal migrant funds at the district level are utilized to provide an academic summer program taught by highly qualified teachers utilizing evidenced based teaching strategies and instructional programs. State, federal, and local funding are utilized to help improve student learning, support teacher learning, and provide for support systems from a variety of sources. The monies are coordinated to assist in achieving our school-wide 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).

Drug Free, Fire Safety, Internet Safety, and anti violence and bullying programs are implemented school-wide through the administrator, DARE resource officer, nonprofit organizations, the media specialist, counselor, and classroom teachers. SJHS is a Title I school with 75% of our students qualifying for free or reduced lunch. All students are eligible to receive a universal free breakfast served in the classroom and an after school meal. Funds are also available for students identified as homeless. These programs are necessary to meet the physical and emotional needs of students so they can actively engage in the instructional programs and achieve the schoolwide goals.

## 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**



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))

The St. Clair County School System holds annual Title I meetings involving parents and leaders from all Title I schools. Steele Junior High School holds an annual Title I meeting to explain the entire process to students, parents and community leaders. Information from the Alabama State Department of Education is provided on Title I schools, Every Student Succeeds Act, the St. Clair County Title I Plan, Title I 1% Set Aside, Parental Involvement, School-Parent Compacts, and teacher qualifications. The annual Title I meeting for Steele Junior High was held on Thursday, September 3rd. The meeting was offered in the morning and evening to help accommodate parents. Translators were available for Spanish speaking families. A PowerPoint was presented and handouts were in English and Spanish. Notice of the meeting appeared on our school website and school Facebook page. Flyers were given to students to send home. It was also sent electronically on the principal's newsletter. All communication was corresponded in English and Spanish. Local school and Title I parental involvement funds will be used to purchase materials for parent meetings to improve student performance in the core content areas (i.e., Statewide Parenting Day, Math and Literacy Nights, and parent meetings focusing on specific topics). A set aside of 1% has been voted on by the parent council for newsletters, resources, and the parent-family liaison.

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.

Steele Junior High School promotes parental involvement through the following: beginning of the school year orientation, open house, the school website, school newsletters, Family Engagement Nights, the school Facebook page, weekly classroom announcement sheets, Powerschool callouts and email. Meetings are scheduled at various times to accommodate parent needs. Parents, ACIP committee members, and PTO members all give input on the Title I Program. Parent meetings are held once a month in conjunction with PTO meetings. They are often scheduled in conjunction with assemblies in order to increase participation. Communication with the parents who wish to assist with the development of the yearly continuous improvement plan occurs in multiple ways. Official meetings, informal meetings, and electronic communications are several options available to parents to participate in the development, review, and improvement of the Title I plan. Steele

Junior High School will take the following actions to involve parents in the process of school review and improvement:- conduct parent conferences,- conduct the Annual Title I Parental Involvement Meeting,- conduct Statewide Parenting Day,- survey parents of their needs and offer training to address those needs,- conduct faculty meetings to discuss ways to consistently communicate with parents through newsletters, syllabi, grade level/department meetings- contact parents through email, telephone calls, newsletters, social media, and the website to remind them of scheduled meetings.- provide monthly newsletters to parents with academic and social help aids. Noting the necessity of family and parent engagement in improving student achievement, strategies to increase parental involvement are implemented. St. Clair County School System schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development. An annual parent meeting is conducted to review each school's status, school assessment data, and federal requirements. Parent input is a vital component of the annual meeting. In the first Parent-Teacher Conference of the school year, parents and students are provided state and national test results from the previous year and review the School-Parent Compact. Every parent will be invited to meet with teachers. Teachers and administrators will make every effort to contact parents for conferences. Presently, the LEA does not receive adequate funding through Title I to transport parents and pay for child care expenses. However, meetings will be offered at various times to provide parents choices to attend meetings convenient to their schedules. All materials disseminated in the meetings will be purchased with Title I and local funds. The St. Clair County Title I schools vote to pool parental involvement funds for the common purpose of having a Parental Involvement Liaison. The Liaison provides for the individual community parental involvement needs.

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).

Noting the necessity of family and parent engagement in improving student achievement, strategies to increase parental involvement are implemented. St. Clair County School System schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development. An annual parent meeting is conducted to review each school's status, school assessment data, and federal requirements. Parent input is a vital component of the annual meeting. In the first Parent-Teacher Conference of the school year, parents and students are provided state and national test results from the previous year and review the School-Parent Compact. Every parent will be invited to meet with teachers. Teachers and administrators will make every effort to contact parents for conferences. Parents surveys are also administered yearly. This



valuable information is analyzed and the data is part of the CIP plan. Parents, community members, teachers, and students are all apart of the CIP team.

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

Local school and Title I parental involvement funds will be used to purchase materials for parent meetings to improve student performance in the core content areas (i.e., Statewide Parenting Day, Math and Literacy Nights, and parent meetings focusing on specific topics). A set aside of 1% has been voted on by the parent council for newsletters, resources and the parent-family liaison.

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))

Steele Jr. High School provides information to parents during orientation, the annual Title I meeting, open house, information provided with progress reports and report cards,, monthly schoolwide newsletters, email, web announcements, Powerschool automated phone calls, Parenting Nights, the principal's report portion of monthly PTO meetings, student handbooks, and parent conferences. Information is provided in the students' home language.

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

The School-Parent Compact is developed and revised as needed by the ACIP committee which is comprised of teachers, students, and parents. The School Compact outlines how parents, the school staff, and the students will share the responsibility for improved student achievement and the means by which the school and parents build and develop a partnership to help children achieve the state's high standards. The compacts are explained to parents by the teachers during orientation and parent conferences. These compacts are kept in the individual classrooms. When meeting with EL parents, we provide interpreters and all forms/handbooks are given to the parents/ students in their native language.

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

Parents or members of the public may express concerns about Steele Jr. High School's Continuous Improvement Plan or the LEA Improvement Plan at any time. They may do the following:-Contact the school administration-Contact the St. Clair County Federal Programs Director-Contact the St. Clair County Superintendent-Contact the St. Clair County Board of Education-Contact the State Department of Education Federal Program Section

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.

Parents are viewed as essential partners in a student's academic success. Our school will provide training on student assessments, academic content standards, and how to monitor a child's academic progress to parents during the principal's moment portion of the monthly PTO meetings ,open house, and parent-teacher conferences. SJHS will provide additional information to parents through literature in our parent resource center and the monthly Home Connection newsletters developed and distributed school-wide by the St. Clair County parent involvement liaison, Anita Wilson. Requirements of Title I are included in the annual Title I meeting. During Statewide Parenting Day, Math and Literacy Nights, and other parent meetings, the local schools will provide training and materials to help parents work with their children to improve academic achievement, such as literacy training and using technology.

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.

The parental involvement liaison brings educational materials to school functions for parents to use when working with their children. The school sends home information regarding our Parental Involvement Program and the materials that are available at no cost to parents. Information/announcements regarding parent workshops on helping children succeed academically are provided. Our school has a Parent Resource Center for parents to visit. Steele Junior High School will provide assistance to parents and family members in understanding topics such as the following:- College and Career Ready Standards (CCRS),- state and local academic assessments including alternate assessments,- grading procedures, and- strategies for monitoring their child's progress. SJHS will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards). Teachers, specialized instructional support personnel, the principal, and other school staff will become more proficient in communicating with parents through developing and presenting evidence-based strategies during Statewide Parenting Day, Math and Literacy Nights, parent meetings focusing on specific topics, and parent conferences. Communication between home and school will strengthen through these face-to-face meetings. Additionally, school personnel will continue to communicate with parents via phone calls, text messages, emails, social media, and the school website.

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.

Steele Junior High School uses school-parent compacts as a way to communicate the role of parents in their child's education. Progress reports are provided mid-

grading period and report cards are provided each nine week grading period. Newsletters are sent home monthly and placed on the school website. We hold yearly orientations before school begins to help parents understand the expectations for their child. We provide many opportunities for parents to volunteer in the classrooms and school-wide throughout the year. Teachers communicate with parents through weekly agendas, parent notes, phone calls, web pages, email and parent conferences. St. Clair County School System has a partnership with Head Start funded by federal, state, and local funds. To assist students and parents in the transition process from preschool to kindergarten, they will be invited to an orientation in the spring. A written list of suggestions, proficiency levels of academic standards and curriculum, and the registration process will be distributed to parents. Schools will have a "Kindercamp" during the summer to acquaint students and parents with school processes. Students and parents from area preschools and Head Start will be invited to the school for an on-site orientation and tour during the school year. In the fall, orientations are held by administrators to inform all students and parents of school rules, expectations, consequences, policies, and proficiency levels of academic standards and curriculum.

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.

Through the Title I program, the students of Steele Jr. High School are served through the Parent Involvement Liaison. The Parent Involvement Liaison attends school functions in an effort to meet and communicate with parents. Educational materials are distributed upon parent request. Parents will be reminded of scheduled meetings through phone calls, text messages, emails, newsletters, social media, and the website. TransACT will be used to communicate with non-English speaking parents. In some cases, parents may be afforded an interpreter during meetings to be funded by local funds.

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.

Students and parents are given all materials and information in their home language. A bilingual aide is hired to assist migrant and Spanish-speaking families in Steele. Interpreters are provided for conferences, IEPs, and during school-wide meetings and assemblies. Steele Junior High School will provide assistance to parents and family members in understanding topics such as the following:- College and Career Ready Standards (CCRS),- state and local academic assessments including alternate assessments,- grading procedures, and- strategies for monitoring their child's progress. SJHS will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards). Parents who request additional support will be provided support by the local school and the central office when applicable.

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))

EL teacher provides a translator for all parent-teacher conferences and other school functions such as Registration and Parenting Night. EL teacher and administration provide EL parents with limited English proficiency forms and documents in their language. TransAct (provided by the State Department of Education) is used for translation. Parent/guardians will be invited to attend meetings and conferences concerning their child through written communications, email, telephone invitations. Report cards are sent home to parents every nine weeks. Progress reports are sent home mid-grading period. Meeting times are flexible to accommodate the work schedules of our parents/guardians. Phone conferences with interpreters are held at parents request.

## Coordination of Resources - Comprehensive Budget

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

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

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

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

### **ATTACHMENTS**

#### **Attachment Name**



School Parent Compact




## 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)
 Continuous Improvement Team		<ul style="list-style-type: none"> <li>• 1</li> </ul>
 Coordination of Resources Comprehensive Budget		<ul style="list-style-type: none"> <li>•</li> </ul>
 School Parent Compact		<ul style="list-style-type: none"> <li>•</li> </ul>