



Title 1 Schoolwide Diagnostic for ACIP: 2024-2025_09052024_09:44

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Danville-Neel Elementary School

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United States of America

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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.

2024-2025 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through data reports from academic testing, surveys, and school demographics. School Incident Reports, the Technology Plan, Blue Ribbon process and Teacher Effectiveness plan are collected and analyzed by the Leadership Team. The DNES Leadership Team consists of the Principal, Assistant Principal, Reading Specialist, Title I Interventionist, Math Interventionist, Library/Media Specialist, Special Education Resource Teacher, Guidance Counselor, School Nurse, Parents, and one Teacher Representative from each grade level. The Leadership Team identified strengths and weaknesses in academic and school culture. The data was presented to grade levels by the Leadership Team representatives and was presented and discussed at faculty meetings. Goals and strategies were developed by the Leadership Team representatives and were also presented and discussed at faculty meetings. Goals and strategies were developed by the teachers and Leadership Team members in grade level, faculty, and leadership meetings.

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

In order to conduct a Comprehensive Needs Assessment for Danville-Neel Elementary, data was gathered and sorted by the Leadership Team, during grade level meetings, and monthly data and PST meetings. Math and reading continue to be areas of focus for all students. The data indicates that our small group reading and math instruction have helped to improve those areas. However, we need to continue to improve the rigor and stamina in our reading instruction. The data indicates that Oral Reading Fluency is still an area of focus. The data indicates that EL students need more support in reading. Faculty members are involved in decision-making regarding the use of assessments in order to improve instruction, to increasing the achievement of individual students, and to improving the overall instructional program. The collaboration is accomplished through weekly grade-level meetings, data meetings, and grade-level representatives.

3. What conclusions were drawn from the results?

Students at Danville-Neel showed strengths in the following areas:

Amplify mClass Assessment: *Kindergarten:* 21% (BOY) of the students met benchmark (70% EOY the previous year); *First Grade:* 47% (BOY) of the students met benchmark (87% EOY the previous year); *Second Grade:* 58% (BOY) of the students met benchmark (84% EOY the previous year); *Third Grade:* 79% (BOY) of the students met benchmark (70% EOY the previous year); *Fourth Grade:* 63% (BOY) of the students met benchmark (48% EOY the previous year).

STAR Reading Assessment: *First Grade:* National Percentile Ranking 36% Beginning of Year. *Second Grade:* National Percentile Ranking 52% Beginning of Year. *Third Grade:* National Percentile Ranking 57% Beginning of Year. *Fourth Grade:* National Percentile Ranking 38% Beginning of Year.

STAR Math Assessment: *First Grade:* National Percentile Ranking 19% Beginning of Year. *Second Grade:* National Percentile Ranking 49% Beginning of Year. *Third Grade:* National Percentile Ranking 46% Beginning of Year. *Fourth Grade:* National Percentile Ranking 52% Beginning of Year.

Alabama Comprehensive Assessment Program (ACAP): 65% of our students scored average or above average for Math in Third and Fourth Grades. 54% of our students scored average or above for Reading in Third and Fourth Grades. 126% of our Fourth Grade students showed growth in Math. 86% of our Fourth Grade students showed growth in Reading. 108% of our Third Grade students showed growth in math. 103% of our Third Grade students showed growth in reading. Areas of Focus: Improve Kindergarten Letter Naming Fluency; Improve First Grade Oral Reading Fluency; Improve Second Grade Oral Reading Accuracy; Improve the percentage of students who meet growth target for ACAP in Third Grade reading and math; Improve the percentage of students who meet growth target for ACAP in Fourth Grade reading and math. Improve the National Percentile Rank by the end-of-the-year for Fourth Grade.

Strengths: All classroom teachers have a strong curriculum in reading, writing, math, and knowledge.

Weakness: We are seeing more at-risk students when they enter our school system.

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

Most, but not all, assessment data results were correlated to academic grades for classroom work and tests. Demographic data shows that our EL students need more support. Our free/reduced lunch is at 61% or above. While our demographics have changed in recent years, student achievement has remained steady. Parent Perception Data: Danville-Neel Elementary is a safe and caring school that parents viewed as a high quality school.

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

Our school goals are directly connected to priority needs and the needs assessment because the data is reviewed and analyzed. The data helps monitor and assess the impact of instruction, programs, and other resources related to student achievement. All planning, goals, strategies, and activities are based on the results. Data collection and analysis is continual in order to ensure progress toward the school's objectives, goals, and mission. The data is reviewed through the Problem Solving Team (PST), grade level data meetings, district data meetings, Leadership

Team meetings, IEP meetings, parent-teacher conferences and other parent meetings. Areas, where improvement is needed, drive our goals and instruction.

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

Our goals are based upon Amplify mClass, STAR Reading and Math, iReady, and Alabama Comprehensive Assessment Program (ACAP) assessments. In addition, individual classroom assessments are considered. Goals are also developed from the Problem Solving Team data to help our at-risk students. The goals are based on data collected from student work samples, SPIRE Intervention assessments, and progress monitoring. Student attendance and discipline data are also reviewed to better develop a true picture of what the inferences are with student achievement. Our staff is encouraged to analyze all types of data results to improve their instruction and to not focus on one assessment.

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

All students at Danville-Neel Elementary School, including those identified as migrant, English learners, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, EL services, Special Education services, and counseling services. Also, Danville-Neel Elementary School uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. We have a FACT worker who provides support to all families in need of assistance. All homeless, migratory, and EL students must have equal access to the same free appropriate public education, including preschool education, provided to other children and youth. All homeless, migratory, and EL students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Our school-wide goals for academics, behavior, and school culture provide the same opportunity for all students to show growth for success.

Component 2: Schoolwide Reform Strategies (Sec. 1114 (7)(A)(i)(ii)(iii)(I)(II)(III)(IV)(V))

1. Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1: All students will achieve academic growth in reading.

Measurable Objective 1: A 2% increase of Second, Third, and Fourth grade students will demonstrate a proficiency on the STAR Assessment from 52% to 54%

in second grade; 57% to 59% in third grade; and 38% to 40% in fourth grade in Reading by 05/23/2025, as measured by STAR Assessment.

Strategy 1: Team Time (small group reading instruction) will be implemented in grades Kindergarten through Third. Teachers will utilize IMSE Orton-Gillingham Strategies, and LETRS Science of Reading to improve reading scores. STAR Assessment will be administered at least three times during the academic year. Teachers will utilize assessment data to guide standards based instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement. Research Cited: STAR Reading Key Research Support Algozzine, B., Wang, C., and Boukhtiarov, A. (2011). A Comparison of Progress Monitoring Scores and End-of-Grade Achievement. Monpas-Huber, J.B. (2015). Just Pressing Buttons: Validity Evidence for the STAR and Smarter Balanced Summative Assessments. The WERA Educational Journal, 8(1), 39 44. US Department of Education: National Center on Response to Intervention. (2016). Review of Progress Monitoring Tools (Review of STAR Reading). Washington, DC: Author retrieved from <http://www.intensiveintervention.org/chart/progressmonitoring>.

Activity---Individualized Reading Practice--- Students will receive individualized standards-based instruction in reading. The Amplify Boost Program and STRIDE Program will construct individualized learning paths for students based on the results of a diagnostic assessment. All students may complete at least 30 minutes each week on the Amplify Boost Program and the STRIDE Program.

Activity Type: Academic Support Program.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00 District Funding.

Staff Responsible: Classroom Teachers, Principal .

Activity---Differentiated Instruction---Teachers will provide explicit whole group and small group instruction daily, which addresses different learning styles and utilizes a variety of active engagement strategies. IEP goals will be implemented and RtI guidelines will be followed. Teachers will utilize proper tiered instruction through our newly designed small group plan. Activity Type: Academic Support Program.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00 Provided by District Funding and Title I Part A.

Staff Responsible: Principal, Instructional Coach, Teachers.

Measurable Objective 2: 100% of Pre-K, Kindergarten, First, Second, Third, and Fourth Grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or

performance by showing growth in Reading by 05/25/2024 as measured by Alabama Comprehensive Assessment Program (ACAP) or Amplify mClass Assessments.

Strategy 1: Focused instruction of special populations---Special Education students and students identified as having Dyslexic tendencies will be taught and assessed based upon their current individual reading goals. Instruction will be focused in order to address these specific individual needs.

Category: Develop/Implement Learning Supports. Research Cited: Black and William (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity---Amplify mClass, STRIDE Program, and SPIRE Reading Teachers will provide focused instruction utilizing the SPIRE Intervention Program in grades K-4, for reinforcement of standards-based skill deficits. Reading Intervention teachers will use the SPIRE program, STRIDE Program, and IMSE Orton-Gillingham strategies to provide multi-sensory phonics instruction. Activity Type: Academic Support Program. Begin and End Date: 08/01/2024-05/23/2025. Funding Amount and Source: \$0.00---General Fund; \$0.00---Title I Part A. Staff Responsible: Principal, Special Education Director, Special Education Teachers, Elementary Director, Intervention Teachers.

Activity---Professional Development---Professional development and job embedded training through ARI Regional and MCS Reading Specialist. Amplify mClass training and STRIDE Program training will also be provided.

Activity Type: Professional Learning. Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00---General Fund.

Staff Responsible: Principal, Director of Special Education, Special Education Teachers.

Strategy 2: Reading and Technology---Continued use of technology devices along with the purchase of online subscriptions of Accelerated Reader, STAR Reading and Math, Brainpop, STRIDE Program, Starfall.com and more to promote reading comprehension and enhance learning.

Category: Develop/Implement Learning Supports Research Cited: 2013 Renaissance learning, Editorial Projects in Education Research Center. (2011, September 1). Issues A-Z: Technology in Education. Education Week. Retrieved Month Day, Year from <http://www.edweek.org/ew/issues/technology-in-education/>.

Activity---Professional Development---Teachers will attend workshops, conferences, and/or training sessions with a focus on improving reading instruction and integrating technology across the curriculum.

Activity Type: Professional Learning.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$3380 - General Fund State Allocation; \$4900--Title I Part A.

Staff Responsible: Classroom teachers, Title I Interventionist, Principal, Federal Programs Director.

Activity---Utilizing Technology Devices and Software---Readers will be able to take comprehension tests on books they have chosen with the AR program. STAR assessment provides a reading instructional level. Lalilo and Freckle subscriptions build from phonemic awareness to phonics to vocabulary acquisition, and to reading passages. The SPIRE Program is used to build reading skills. Out of date technology devices will be updated as funds allow. The STRIDE program will be used every Friday to increase reading skills. Students in Tier III intervention or showing signs of possible dyslexia will use SPIRE.

Activity Type: Technology.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00--- Funding provided by the local LEA; \$10,000.00---Title I Part A.

Staff Responsible: The Title I Interventionist will purchase the subscriptions. Teachers will monitor the software and usage.

Strategy 3: Small Group Intervention---Using various data, at-risk students will be identified and offered the opportunity for additional instruction during after school tutoring and during the school day by a highly qualified teacher.

Category: Develop/Implement Learning Supports. Research Cited: Effective approaches to tutoring young readers. A preliminary look at factors affecting tutoring success. March 2001 Jennifer Lee Schultz and Dan Mueller Wilder Research 1295 Bandana Boulevard North, Suite 210 Saint Paul, Minnesota 55108 www.wilder.org.

Activity---In School Intervention K-3rd Grade Classes will have a one hour and 15 minutes small group time built into their daily schedule. Students will be grouped using data for specific, intensive reading instruction. Additional personnel will be utilized during the small group hour to give students direct instruction. Students identified as at-risk will receive additional instruction from a highly qualified contract teacher.

Activity Type: Academic Support Program. Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$50,000---Title I Part A.

Staff Responsible: Principal, All Teachers and Staff.

Activity---After-School Tutoring--- After school tutoring for at-risk students with a highly qualified instructor

Activity Type: Tutoring.

Begin and End Date: 09/17/2024-04/24/2025.

Funding Amount and Source - Provided by local LEA---Title I Part A.

Staff Responsible: Principal, Title I Interventionist, Tutors.

Measurable Objective 3: 100% of Kindergarten, First, Second, Third, and Fourth Grade English Learner Students will demonstrate a proficiency by improving .5% in Reading by 05/23/2025 as measured by ACCESS.

Strategy 1: Tutoring: After school tutoring will be provided to EL students.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement Research Cited: WIDA Standards---Can Do's

Activity---Small Group Instruction English Language Learners will receive small group instruction with an emphasis on reading.

Activity Type: Tutoring. Begin and End Date: 09/17/2024---04/24/2025.

Funding Amount and Source: \$0.00----Title III.

Staff Responsible: Highly qualified teachers who have been Board approved for the tutoring program.

Strategy 2: Academic Vocabulary Instruction---Teachers of English Language Learners will provide direct instruction on academic vocabulary. The instruction will be intentional, and implementation will be monitored by the principal.

Category: Develop/Implement Learning Supports. Research Cited: C.Line, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction". Multicultural Perspectives 5.1 (2003): 18-24.

Activity---Using WIDA Standards, all teachers of EL students will provide instruction using WIDA Standards and sheltered instruction. Mrs. Stinson, the EL Teacher, will provide small group instruction to EL students.

Activity Type: Academic Support Program.

Begin and End Date: 08/01/2023-05/25/2024.

Funding Amount and Source: \$0.00---Title III.

Staff Responsible: Classroom Teachers, EL Teacher.

Activity---Professional Development---All teachers of EL students will receive training on WIDA Standards and sheltered instruction.

Activity Type: Professional Learning.

Begin and End Date: 08/01/2023-05/25/2024.

Funding Amount and Source: \$0.00---Title III.

Staff Responsible: Director of Federal Programs, Principal, Classroom Teachers, EL Teacher.

Goal 2: All students will achieve academic growth in Mathematics.

Measurable Objective 1: 100% of Third and Fourth Grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance that shows growth in Mathematics by 05/23/2025 as measured by Alabama Comprehensive Assessment Program (ACAP).

Strategy 1: Effective Instruction: All teachers will provide rigorous and relevant, standards-based lessons that are engaging to students.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement. Research Cited: Vermont Mathematics Partnership Ongoing Assessment Project (OGAP).

Activity---Grade Level Collaboration---Grade levels will meet weekly to organize and plan for formative assessment and to research proven teaching strategies.

Activity Type: Professional Learning.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$18,522.00---Title I Part A.

Staff Responsible: Principal, Classroom Teachers.

Activity---After-School and Summer Tutoring---After school tutoring of identified at-risk students.

Activity Type: Tutoring.

Begin and End Date: 09/17/2024-04/24/2025.

Funding Amount and Source: provided by local LEA.

Staff Responsible: Classroom Teachers, Title I Interventionist, Highly Qualified Board Approved Tutors.

Activity---Individualized Math Practice---Students will receive individualized standards-based instruction in math. The iReady Math program will construct individualized learning paths for students based on the results of a diagnostic

assessment. All students must complete at least 30 minutes each week on the program.

Activity Type: Academic Support Program.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00---District Funding.

Staff Responsible: Principal, Classroom Teachers.

Strategy 2: Focused instruction of special populations---Special Education students and students identified as Tier III will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement. Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics. (Bell, Greer, Grimison et Mangan, 1989; Harel, Behr, Post & Lesh, 1994; Kouba and Franklin, 1995).

Activity---Touch Math---Resource teachers will provide focused instruction while utilizing the Touch Math Program for reinforcement of standard based skill deficits.

Activity Type: Academic Support Program.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00---District Funding.

Staff Responsible: Principal, Special Education Director, Special Education Teachers, Instructional Coach, Tier III Interventionists.

Strategy 3: Utilizing Technology---Students will use various technology sources (Chromebooks, computers, iPads) to improve math proficiency.

Category: Develop/Implement Learning Supports. Research Cited: Changing How and What Children Learn in School with Computer Based Technologies; The Future of Children Vol 10, No. 2, Children and Computer Technology (Autumn-Winter, 2000), pp. 76-101. Published by: Princeton University.

Activity---Classroom Technology--- Technology Devices: Chromebooks, computers, tablets, digital projectors, SmartBoards, and ViewSonic Boards will be purchased as needed for instruction and educational practice and for replacement of worn out equipment.

Activity Type: Technology.

Begin and End Date: 10/01/2024-05/23/2025.

Funding Amount and Source: \$3128.89.00 ---Title I Part A.

Staff Responsible: Principal, Title I Interventionist, Media Specialist, Classroom Teachers.

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.)

Goal 1: All students will achieve academic growth in mathematics.

Measurable Objective 1: 100% of Third and Fourth Grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will show growth in Mathematics by 05/23/ 2025 as measured by the Alabama Comprehensive Assessment Program (ACAP).

Strategy 1: Focused instruction of special populations---Special education students and students identified as Tier III will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement. Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and to then analyze that information using frameworks based on research on student thinking in mathematics. (Bell, Greer, Grimison et Mangan, 1989; Harel, Behr, Postm & Lesh, 1994; Kouba & Franklin, 1995).

Activity: Touch Math--- Resource teachers will provide focused instruction while utilizing the Touch Math Program for reinforcement of standard based skill deficits.

Activity Type: Academic Support Program.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00 District Funding.

Staff Responsible: Principal, Special Education Director, Special Education Teachers, Instructional Coach, Tier III Interventionists.

Strategy 2: Utilizing Technology---Students will use various technology sources (Chromebooks, computers, iPads) to improve math proficiency.

Category: Develop/Implement Learning Supports. Research Cited: Changing How and What Children Learn in School with Computer Based Technologies; The Future of Children Vol.10, No. 2, Children and Computer Technology (Autumn-Winter, 2000), pp. 76-101.

Activity: Classroom Technology Devices: Chromebooks, computers, tablets, and digital projectors will be purchased as needed for instruction and educational practice and replacement of worn out equipment.

Activity Type: Technology.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$3,128.89---Title I Part A.

Staff Responsible: Principal, Title I Teacher, Librarian, Classroom Teachers.

Strategy 3: Effective Instruction---All teachers will provide rigorous and relevant, standards-based lessons that are engaging to students.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement. Research Cited: Vermont Mathematics Partnership Ongoing Assessment Project (OGAP).

Activity: Grade Level Collaboration--- Grade levels will meet weekly to organize and plan for formative assessments and research proven teaching strategies.

Activity Type: Professional Learning.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: Title I Part A.

Staff Responsible: Core Classroom Teachers, Principal.

Activity----Individualized Math Practice---Students will receive individualized standards-based instruction in Math. The iReady Program will construct individualized learning paths for students based on the results of a diagnostic assessment. All students will complete at least 30 minutes each week on the program.

Activity Type: Academic Support Program.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00. District Funding.

Staff Responsible: Classroom Teachers, Principal.

Activity---After-School and Summer Tutoring---After school tutoring of identified at-risk students.

Activity Type: Tutoring.

Begin and End Date: 09/17/2024-04/24/2025.

Funding Amount and Source: District Funding.

Staff Responsible: Classroom Teachers, Principal, Title I Interventionist, Highly Qualified , Board Approved Tutors.

Goal 2: All students will achieve academic growth in Reading.

Measurable Objective 1: 100% of Kindergarten, First, Second, Third, and Fourth Grade English Learner students will demonstrate a proficiency by improving .5% in reading by 05/23/2025 as measured by Amplify mClass.

Strategy 1: Academic Vocabulary Instruction---Teachers of English Language Learners will provide direct instruction on academic vocabulary. The instruction will be intentional, and implementation will be monitored by the principal.

Category: Develop/Implement Learning Supports. Research Cited: Cline, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24.

Activity---Using WIDA Standards--- All teachers of EL students will provide instruction using WIDA standards and sheltered instruction. Mrs. Stinson, the EL teacher, will provide small group instruction to EL students.

Activity Type: Academic Support Program.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00 Title III.

Staff Responsible: Principal, EL Teacher, Classroom Teachers.

Activity---Professional Development--- All teachers of EL students will receive training on WIDA Standards and Sheltered Instruction.

Activity Type: Professional Learning.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00 Title III.

Staff Responsible: Director of Federal Programs, Principal, Classroom Teachers, EL Teacher.

Strategy 2: Tutoring---After school tutoring will be provided to EL students if needed.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement. Research Cited: WIDA Standards---Can Do's.

Activity---Small Group Instruction--- English Language Learners will receive small group instruction with an emphasis on reading.

Activity Type: Tutoring.

Begin and End Date: 09/17/2024-04/24/2025.

Funding Amount and Source: \$0.00 Title III.

Staff Responsible: Principal, Highly qualified teachers who have been board approved for the tutoring process, EL Teacher.

Measurable Objective 2: 100% of Pre-K, Kindergarten, First, Second, Third, and Fourth Grade Black or African-American, Asian, Bottom 30%, White Economically Disadvantaged Gifted and Talented, Hispanic or Latino Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific-Islander students will complete a portfolio or performance by showing growth in Reading by 05/23/2025 as measured by Alabama Comprehensive Assessment Program (ACAP) or Amplify mClass Assessments.

Strategy 1: Focused instruction of special populations---Special Education students and students identified as having Dyslexic tendencies will be taught and assessed based upon their current individual reading goals. Instruction will be focused in order to address these specific individual needs.

Category: Develop/Implement Learning. Support Research Cited: Black and William (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity---Professional Development---Professional development and job embedded training through ARI Regional and MCS Instructional Coaches. SPIRE Intervention training will be provided.

Activity Type: Professional Learning. Begin and End Date: 08/01/2024-05/23/2025. Funding Amount and Source: \$0.00 General Fund. Staff Responsible: Principal, Director of Special Education, Special Education Teachers.

Activity---SPIRE Reading Teachers will provide focused instruction utilizing the SPIRE Intervention Program for reinforcement of standards-based skill deficits. Reading Intervention teachers will use the SPIRE program to provide multi-sensory phonics instruction.

Activity Type---Academic Support Program.

Begin and End Date---08/01/2024-05/23/2025.

Funding Amount and Source---\$0.00---Title I Part A.

Staff Responsible: Principal, Special Education Director, Special Education Teachers, Elementary Director, Intervention Teachers.

Strategy 2: Small Group Intervention---Using various data, at-risk students will be identified and offered the opportunity for tutoring after-school by a highly qualified teacher.

Category: Develop/Implement Learning Supports. Research Cited: Effective approaches to tutoring young readers; a preliminary look at factors affecting tutoring success. March 2007. www.wilder.org.

Activity---In School Intervention--- Kindergarten through Third Grade classes will have a one hour and 15 minutes small group time built into their daily schedule. Students will be grouped using data for specific, intensive reading instruction. Additional personnel will be utilized during the small group hour to give students direct instruction. Students identified as at-risk will receive additional instruction from a highly qualified contract teacher.

Activity Type: Academic Support Program.

Begin and End Date: 09/03/2024-04/24/2025.

Funding Amount and Source: \$50,000.00---Title I Part A.

Staff Responsible: Principal, All Teachers, and Staff.

Activity---After-School Tutoring--- After school tutoring for at-risk students with a highly qualified instructor.

Activity Type: Tutoring.

Begin and End Date: 09/17/2024-04/24/2025.

Funding Amount and Source: District Funding.

Staff Responsible: Principal, Title I Interventionist, Board Approved Teachers/Tutors.

Objective 3: A 2% increase of Second, Third, and Fourth grade students will demonstrate a proficiency on the STAR Assessment from 52% to 54% in second grade, 57% to 59% in third grade, and 37% to 39% in fourth grade, in Reading by 05/35/2025 as measured by STAR Assessment.

Strategy 1: STAR Assessment---Administration of STAR---STAR assessments will be administered at least three times during the academic year. Teachers will utilize assessment data to guide standards based instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement. Research Cited: STAR Reading Key Research Support Algozzine, B., Wang, C., & Boukhtiarov, A (2011) A comparison of progress monitoring scores and end-of-grade achievement.

Activity---Individualized Reading Practice---Students will receive individualized standards-based instruction in Reading. The Amplify Boost Program will construct individualized learning paths for students based on the results of a diagnostic assessment. All students may complete at least 30 minutes each week on the Amplify Boost Program and the STRIDE Program.

Activity Type: Academic Support Program.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00 District Funding.

Staff Responsible: Principal, Classroom Teachers.

Activity---Differentiated Instruction--- Teachers will provide explicit whole group and small group instruction daily, which addresses different learning styles, and utilizes a variety of active engagement strategies. IEP goals will be implemented and RtI guidelines will be followed. Teachers will utilize proper tiered instruction through our newly designed small group plan.

Activity Type: Academic Support Program.

Begin and End Date: 08/01/2024-05/23/2025.

Funding Amount and Source: \$0.00---Title I Part A.

Staff Responsible: Principals, Instructional Coach, Teachers.

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.**

All students within Title I schools participate in all aspects of the total school program. Students who are identified as at-risk are given the opportunity to attend after-school tutoring and a summer enrichment program. This extra support, beyond the regular day, is paid for with District Funds. English Learners, who need

additional English acquisition instruction, are also provided the opportunity to attend after-school tutoring, as well as attend the summer program. Many teachers will come before school or stay after to help a child who is struggling academically.

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, migratory, immigrant, limited English proficient children, and foster care students must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth.

Migrant students are identified upon enrollment. Parents or guardians receive a Migrant Education Survey which determines eligibility for the program. Migrant students automatically qualify for free breakfast and lunch and have access to all services and programs.

Limited-English proficient students are identified upon enrollment through Home Language Surveys and qualify for testing with the WIDA Access Placement Test. Parents or guardians have the right to waive Title III Supplemental EL services. If the parents or guardians agree for the student to receive services, an EL committee determines appropriate services and placement. An EL teacher is available three days a week. An interpreter is available to communicate with parents. Parents receive important school documents in English and a language they can understand. EL students have access to all services and programs. We also have the INTI Translation Service available to our teachers as needed.

Economically disadvantaged students are identified through applications for free and reduced lunch and are eligible to receive free or reduced lunch daily. Students have equal access to all programs and services available.

To the maximum extent appropriate, special education students are educated with children who are not disabled. Students with disabilities have access to a variety of educational programs and services available to non-disabled children, including Art, Music, EL, and Physical Education. Special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

Neglected/delinquent students are identified when contacted by Social Services, LEA Attendance Officer, or parent. The school counselor and administrator identify possible services. The school counselor monitors grades and absences and ensures that neglected/delinquent students have access to additional services as needed, including food delivery, school supplies, and clothing. The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance. If further intervention or assistance is needed, the LEA is contacted for funding or other needs. Neglected/delinquent students are eligible for all services and programs available.

Homeless students are identified upon enrollment using the Alabama State Department of Education and federal regulations and definitions. The counseling office and school administrator identify possible services. The FACT Program is also used at our school to help families who may be struggling financially. The LEA is contacted for possible funding or other needs. Title I or McKinney-Vento grant and supplementary community resources are used to provide necessary school supplies, clothes, and other items of necessity. Homeless students have access to all services and programs available. The enrollment of homeless, immigrant, migrant, limited English proficient children, and foster care students shall not be denied or delayed due to any of the following barriers: **1.** Lack of Birth Certificate. **2.** Lack of school records or transcripts. **3.** Lack of immunization or health records. **4.** Lack of proof of residency. **5.** Lack of transportation. **6.** Guardianship or custody requirements.

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.

Danville-Neel Elementary strives to keep parents informed of student's academic achievement results. DNES sends home daily communication notebook (TRAIN Notebooks) that are used to send daily work and notes to and from school. Progress reports and report cards are sent home periodically throughout the year. An interpreter is available for communication with parents. Translation services are also available to translate documents to a language parents can understand. We also have a translation service available to our teachers and parents as needed for conferencing. School Status also provides translating services if needed, and keeps a record of communication between home and school.

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

Danville-Neel Elementary School had one teacher that was non-renewed. Two teachers retired. These positions were filled by highly qualified personnel. (Out of 39 certified teachers, 0% was Danville-Neel Elementary's turnover rate.)

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

We have no first-year teachers for the 2024-2025 school year. The remaining teachers have two years or over of teaching experience. Our staff also includes one National Board Certified Teacher, one administrator with an Education Specialist Degree, twenty-one teachers with Master's Degrees, and sixteen teachers with Bachelor's Degrees.

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)?

We do not have a high turnover rate (0%). For the 2024-2025 school year, we did not hire any new teachers due to non-renewal and in-system transfers. Most teachers come to Danville-Neel Elementary and stay at our school.

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

Analysis of data is ongoing. The results are used not only to determine instructional and intervention strategies for students, but also for teacher learning. For example, our data was showing that our students needed more intensive phonics instruction. We added research proven professional development for phonics instruction to our school wide plan.

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

Grade-level collaboration, vertical collaboration among grade levels, Alabama Reading Association Fall Conference, CLAS Leadership conferences, IMSE Orton-Gillingham Comprehensive Training (K-2), IMSE Orton-Gillingham Morphology Training (3-4), Amplify mClass, Open Court Reading, Big Ideas Math, Sound Wall Training, LETRS Training, AMSTI Training, New Teacher Academy, and others.

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

The principal assigns veteran teachers to be mentors to new teachers. New teachers will receive at least one hour of assistance each week from their mentors. The mentors provide new teachers with information about school procedures, classroom management, and teaching strategies. Mentors provide new teachers with positive role models and much needed emotional support. The principal is readily available and provides additional support. The LEA also provides support from instructional directors as needed.

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

The Reading Specialist and grade level lead teachers will provide mentoring, lesson demonstrations, and support throughout the year. In addition, we are revisiting and discussing all new math and reading strategies at each data, grade level, collaboration, and vertical team meeting. AMSTI math specialists are on call to provide support for math strategies and data analysis. Teachers attending workshops, conferences, or symposiums provide turn-around training to members of their grade level or at faculty meetings. We strive to relate all professional development to be related to our goals and vision for DNES.

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.

Strategy 1: Middle School Transition---Teachers and administrators will provide transition support for the fourth graders going to the middle school. Category: Develop/Implement Learning Supports. Research Cited: Baylor University's Community Mentoring for Adolescent Development; Transitions To and From Middle School.

Activity---Meet the Fifth Grade Teachers Q and A. The fifth grade teachers from Danville Middle School will visit our fourth graders to provide information about the middle school and to answer questions.

Activity Type: Behavior Support Program.

Begin and End Date: 05/01/2025-05/03/2025.

Funding Amount and Source: \$0.00. No Funding Required.

Staff Responsible: Fourth Grade Teachers, Principal, Danville Middle School Principal.

Activity---Middle School Visit---The fourth grade students will visit Danville Middle School. The fourth grade students will tour the Danville Middle School campus, meet the fifth grade teachers, the principal, and other key staff members. The fourth grade students will also eat lunch in the cafeteria at DMS.

Activity Type: Field Trip.

Begin and End Date: 05/01/2024-05/03/2025 .

Funding Amount and Source: \$50.00 General Fund.

Staff Responsible: Fourth Grade Teachers, Principal, Danville Middle School Principal.

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 for Elementary Schools.

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?

Our leadership team meets regularly to review the school wide program. In addition, we provide surveys for our students, parents, and staff. The results of the meetings, data, and surveys are used to re-evaluate the program and changes are made as needed. Data is collected and evaluated by the School Leadership Team. The results are discussed at faculty meetings, grade level meetings, data meetings, and on a one-on-one basis if needed. Data is evaluated by determining whether or not our ACIP goals were met and changes are made as necessary.

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?

The school determines whether our program has been effective by analyzing the progress of our students through a variety of assessment data. The teachers along with the Instructional Coach, Title I Interventionist, Principal, and Special Education teachers attend monthly grade level data meetings and PST meetings to review and discuss assessment data, such as mid-nine week progress reports, report cards, classroom tests and assignments, and state assessment results. The information is used to restructure small groups and instruction. The leadership team also meets to analyze school wide assessment data to determine if the school wide program has been effective in increasing the needs of our academically challenged students.

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?

Danville-Neel Elementary teachers attend monthly grade level data meetings to review and discuss assessment data. The teachers along with the Instructional Coach, Title I Interventionist, Principal, and Special Education Teachers discuss strategies that are working and strategies that are needed for individual students and the overall instructional program. Teachers also collaborate with the Instructional Coach, Title I Interventionist, Special Education Teachers, and one another on an individual basis to discuss the best strategies to be used for academically needy students. The PST Team reviews data collected on referred students to determine if further evaluation is needed. The information from these meetings is used to revise and improve the school wide program.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V)(B))

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 State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2024-2025 school year, the State is funding teacher units, plus fringe benefits, technology, and library enhancement. Title I---Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2024-2025 school year, the Title I budget is being used to fund a teaching unit, provide tutors, professional development, to purchase various materials/instructional supplies, and parent engagement. This budget is spent in addition to state/local monies. Title II---Part A (Federal): This money will be used for Professional Development activities, class-size reduction teachers, and the recruitment/retention of Highly Qualified teachers. The Professional Development activities must be in addition to Professional Development activities paid for out of state/local funds. Class-Size reduction units must be in addition to state-funded limits. Recruitment/Retention activities must be approved by the Federal Programs Department and meet all ESSA criteria. Title III---English Learners (EL) (Federal): This money may only be used to provide supplemental activities to EL students. Funds are to be used for students and their families for professional development activities such as workshops to help parents assist their child in school.

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).

Schools work with local, state, and federal agencies, when possible, to provide resources that will supplement school wide goals for all of these programs. Assemblies, specific grade level content curriculum, the School Resource Officer (SRO), and local and state resources are consistently used for violence prevention programs. All capacities of bullying and violent behavior are addressed through district/school policies and are revisited often during the year.

Each school makes an effort to make sure all students needing nutritional assistance receive a free/reduced lunch form at the beginning of the school year. The Child Nutrition Program works with every school to get information into every home about free/reduced lunches. Counselors and teachers watch for needs of students in order to intervene and meet their needs. Students needing additional food for the weekend, receive weekend meals from Alabama Credit Union's Secret Meals Program. Making sure students are fed is an important component in reaching school wide goals, but more importantly, no child should be allowed to go hungry.

Homeless students are identified and needs are met that will enable these students to be successful by blocking any obstacles that might hinder their academic success. The McKinney-Vento grant is available for students living in conditions that qualify for assistance. All schools work through local agencies if housing needs arise. The FACT (Family Assistance through Community Ties) program, along with local, state, and federal housing partners are available for contact to be sure students have proper housing. Local Partners are available through a 2-1-1 service that meets basic human needs.

The Special Needs Pre-K program serves students with special needs and typical students. DNES house three other Pre-K programs, as well as, a self-contained Special Needs classroom. These efforts will in turn help students to become successful as their education journey continues. Parents are always a huge resource partner for their child's success from Pre-K throughout their educational endeavors which is why our school supports adult education programs. Our district allows area colleges to use some of the school campuses for evening classes for adults. These programs are advertised and supported by our school system because educated parents will know and understand the importance of helping their own. Our Title I Parenting Fair invites local agencies, such as Morgan County Career Center and Calhoun's Adult Education department to set up informational booths for parents. Vocational and technical education, along with job training, are a big focus for middle and high schools. The entire educational community has embraced the importance of being College and Career Ready, so resources from local, state, and federal funding is being used to support the career-tech side of education. All resources and funding agencies follow guidelines to meet the criteria set forth by their agencies, and schools coordinate all services to meet the needs of their students and parents.

Integrating all of these programs is crucial to the development of every school's student population, and all schools generate plans, goals, strategies, and action steps to implement programs that will be productive and successful for their student bodies.

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



ACIP Leadership Team 2024-2025 Sign In

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

YES

NO

N/A

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

YES

NO

N/A

Parent and Family Engagement

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

Danville-Neel Elementary School conducts a Title I Parent Engagement Meeting within the first 30 days or so of the school year. Parents are informed two weeks in advance through our DNES website, DNES Facebook page, School Messenger System, as well as notices sent home. The MCS system has a presentation that informs our parents of their involvement rights, the 1% set aside, as well as Title I requirements. The Parent Advisory Committee decides which activities or programs would meet the goals of the parent involvement program. The committee makes a request to requisition the necessary funds from the fund reserved/allotted to the parent participation component of the plan. Parents are surveyed to determine how they want these funds to be used. Parent meetings and/or workshops are scheduled to address topics and concerns indicated on the parent surveys, the annual Title I meeting, as well as at parent involvement meetings. When requested, parent involvement funds are also used to address specific topics and concerns by ordering and distributing informational materials such as flyers, booklets, and pamphlets. Parents are informed that they have a right to be involved in their child's education.

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.

Parent meetings are scheduled at various times during the day and in different formats to accommodate as many different parent schedules as possible. Parent input from surveys is helpful in scheduling these meetings. Parent meetings are scheduled during school and after school. The meetings can be assemblies, large group meetings, and small group meetings. Some teachers also have meetings via phone conversations or Google Meet/Zoom to accommodate as many parent schedules as possible. We plan three parent engagement activities/meetings during the school year. We use parent engagement funds to support the meetings by supplying parents with needed materials, transportation, and child care when needed.

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

Parents are invited to become members of the Parent Engagement Committee, and they are involved in all meetings and decision-making. At the end of the school year, all DNES parents are asked to complete a Parent Survey about the Title I program.

The survey results are included in the annual comprehensive needs assessment and school improvement planning process.

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

The Parent Engagement Committee decides which activities or programs would meet the goals of our parent engagement program based on the data from our surveys and parent suggestions. The committee makes a request to requisition the necessary funds. Funds may include the purchase of notebooks and covers for parent communication, pamphlets, instructional materials, supplies for parents, and materials for our parents to help their children at home.

Funding Amount and Source: \$1,619.47---Title I Part A---Parent Engagement

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))

Parents are invited to comment and contribute in all meetings. Parents are encouraged to identify plans and activities that were favorably received, as well as those that were not as effective. They were asked to identify needs for future activities and encouraged to communicate with school staff as well as participate in upcoming school functions. The Parent Engagement Committee meets each spring to review and revise the School-Parent Compact. All parents are encouraged to attend and to provide comments and suggestions. The Parent Advisory Committee decides which activities or programs would meet the goals of the parent involvement program. The committee makes a request for funding as needed. Parents are surveyed so the committee can determine how these funds will be used. Parent meetings and/or workshops are scheduled to address the topics and concerns indicated on the parent surveys, the annual Title I meeting, as well as at parent engagement meetings. When requested, parent engagement funds are also used to address specific topics and concerns by ordering and distributing informational materials such as flyers, booklets, and pamphlets. Parents are provided information relative to curriculum in use at our school as well as their child's data. Data reports are sent home on a regular basis. Explanations for the meaning of the data as well as their child's progress based on the data is provided. Parent representatives are involved in the discussion of any curriculum used via Title funds. They are also involved in the budget meetings that finalize how our Title funds will be used to support the needed/selected curriculum.

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))

Parents are involved in the evaluation of the school-wide plan during the annual Parent Engagement meeting, the ACIP leadership Committee meetings, the Morgan County LEA Parent Survey, Morgan County Parent Engagement Meeting, and DNES fall and/or spring surveys. The Parent Advisory Committee meets each spring to review and revise the School-Parent Compact. All parents are encouraged to attend and provide comments and suggestions. They also ensure that the Compact is available to all parents in a language they can understand. The compact is used during parent-teacher conferences. The Parent Advisory Committee decides which activities or programs would meet the goals of the parent involvement program. Parent meeting and/or workshops are scheduled to address the topics and concerns indicated on the parent surveys, the annual Title I meeting, as well as parent engagement meetings.

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

Parents dissatisfied with this School Parent Engagement Policy may submit their concern in writing. The concern is submitted according to the following protocol until there is a satisfactory outcome. The concern is first submitted to the school, then to the Federal Programs Coordinator, then to the Superintendent, and then to ALSDE. Parent comments of dissatisfaction will become an attachment and will be filed with the plan. Additional copies of the comments will be sent to the Parent Involvement Coordinator, Federal Programs Director, and the Superintendent. Every effort will be made to resolve the issues of concern with meaningful collaboration and discussion with all parties.

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.

The school's Parent Engagement Plan addresses the required activities of ESEA Section 1118 (c) through (f). At the beginning of each school year, parents are invited to attend a parent meeting to receive information regarding the program

and Title I requirements and services. Several parent meetings, based on the results of parent surveys, are planned each school year. These sessions are designed to help parents help their children. The school has provided several home links to instructional sites for use at home. Books and other parent resources are available. Danville-Neel Elementary School makes every effort to provide to all parents timely information about programs, a description, and explanation of the school's curriculum, assessments, technology integration, and achievement expectations. Parent meetings are held several times throughout the school year.

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 School/Parent Learning Compact is sent home with each student at the beginning of the school year. The Learning Compact was created by the Parent Engagement Committee. It was modeled after plan samples provided by the ALSDE. Title I funds allocated for parent involvement are used to purchase materials to implement and support family literacy activities and to provide good parenting opportunities. Parents may check out resources to use at home with their children. The school has provided several home links on the school website. In addition, books and other parent resources are available through the Federal Programs Office. The distribution of Leadership/Data to parents has promoted a way for parents to better monitor their child's progress as well as their child to monitor their own progress. This allows the child to take ownership of his/her academic progress and bridge the gap between the parent and the teacher.

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.

Danville-Neel Elementary School communicates state and local content and achievement standards as well as school procedures, plans, activities to parents in a language they understand via: Newsletters and brochures; School website; School Messenger; Calendars distributed weekly and/or monthly; Student planners; Personalized student data; Orientation/Open House held before school starts; Meetings at school---PTO, PAC, and informational meetings; Meetings held to foster parental involvement in their child's education; Newsletters from the resource teachers and the Title I Interventionist; Newsletters from the school counselor; School-wide resources and Federal Programs Office; Counseling and Health Advocacy Council comprised of counselor, principal, teachers and parents; PTO/PAC meetings which often include student performances; Grandparent's Day Breakfast; Parent Conference Day; Fall Festival; Book Fairs; Classroom Celebrations; Veteran's Day Program and Reception; Thanksgiving Lunch, Report Cards and Mid-Nine Weeks Progress Reports; Standardized Test Score Home Reports; Parent Surveys; Pioneer Day; Field Day; Character Parade; Day of Reading; Fall Festival; Dads on Duty; Movie Night; Kindergarten and Fourth Grade Commencement Ceremonies; Muffins with Moms; Doughnuts with Dads; Lunch with Someone You Love; Field Trips; and other activities.

Funding Amount and Source: \$425.00---Title I Part A---Parent Engagement---Burritt on the Mountain (Consultants) for DNES Annual Pioneer Day (Other Purchased Services).

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.

To ensure that school information is delivered in a language, to the extent practicable, so that parents understand, translation services are provided. Parents may be provided with translation of written communications and/or services of an interpreter when oral communication is required. Interpreters are available when needed during the parent conference days, as well as for other conferences,

including IELP, 504, and IEP meetings. The Morgan County Board of Education website has ready-made forms, including the student handbook, translated into Spanish that are available to be downloaded and printed by all school personnel. INTI Translations, provided by the LEA, is a resource for printable documents and forms that are translated from English. School Status will translate any language and will translate back to the teacher.

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.

Danville-Neel Elementary and Morgan County School Board shall provide reasonable support for parental involvement activities at parents' request by various means. Announcements regarding school activities are communicated to parents and community members through school newsletters, School Marquee, School Status, and multiple social media platforms such as Facebook. DNES scheduled parent conference days even when the system did not have them built into the school calendar. Parents complete surveys in the fall and spring. Results from the surveys are used to identify parental concerns and suggestions. Suggested parent involvement activities are reviewed by the Parent Engagement Committee and all suggestions are considered and implemented if deemed possible.

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))

Teachers needing translations of documents may contact the county-wide translator for assistance. Examples of information included, but not limited to are: **1.** Information about programs under Title I. **2.** Letter regarding "Parents' Right-to-Know" **3.** Description and explanation of curriculum in use. **4.** Forms of academic assessment. **5.** Expectations of student achievement. **6.** Opportunities for regular meetings to pose suggestions and participate, as appropriate, in decisions related to the education of their children. **7.** Newsletters and calendars. **8.** Student progress reports and relative data information. **9.** Student Handbook. **10.** Child

nutrition forms/information. **11.** Health room forms/information. To ensure that this information is delivered in a language, to the extent practicable, parents may be provided with translations of written communications and /or an interpreter. Interpreters are available when needed during the parent conference days held annually at DNES. The school provides individual student academic assessment results in a language the parents can understand.

Coordination of Resources - Comprehensive Budget

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

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

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

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

ATTACHMENTS

Attachment Name



 DNE Coordination-of-Resources Comprehensive Budget 2024-2025

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) |
|---|---|--------------------|
|  ACIP Leadership Team 2024-2025 Sign In | Leadership Meeting Sign In Sheets | • 1 |
|  DNE Coordination-of-Resources Comprehensive Budget 2024-2025 | Danville-Neel Elementary 2024-2025 Coordination of Resources Comprehensive Budget | • |