



Title 1 Schoolwide Diagnostic for ACIP: 2024-2025_09302024_09:19

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Asbury High School
Clay Webber
1990 Asbury Road
Albertville, Alabama, 35951
United States of America

Table of Contents

Instructions	3
2024-2025 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	17
Parent and Family Engagement	18
Coordination of Resources - Comprehensive Budget	24
eProve™ strategies: Goals & Plans	25
Attachment Summary	26

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 Asbury High School Foundations team met to review the previous school year ACIP and form the ACIP for the 2024-2025 school year. The team met for a final meeting to use input from all stakeholders to adjust and make revisions to the strategies, professional development, and budget items in the ACIP. The Foundations team used previous years data, information from Title I parent, student and parent surveys, and other available data.

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

Student survey results indicate that the majority of students at Asbury High School feel they are expected to learn, understand, to be good at some things, and ask a teacher for help when needed. An overwhelming majority of students think their teachers are fun, honest, and care about their students. Staff survey results indicate teachers/staff at AHS feel students are learning, understand and are able to explain things. In terms of school climate, the majority of school staff feel patient, relaxed, calm, and usually have enough time to complete their responsibilities at work. Survey results indicate that some members of our staff feel rushed, hectic, hurried and pressured while completing responsibilities at work. Survey results also indicate that teachers feel they do not have enough time to effectively plan with other staff members.

3. What conclusions were drawn from the results?

Based off the results of the comprehensive needs assessment and teacher/student surveys, Asbury High School has two focus areas for improvement for the 2024-2025 school year. The first area is student academic growth in reading and math based on STAR and IXL data across the school year. The second area is centered around school climate. The focus in that area is that on teacher/staff surveys, employees will select the descriptors rushed, hectic, hurried, pressured and tense 10% of the time or less when completing responsibilities at work.

Asbury High School has placed a huge focus on working with SREB instruction/ leadership coaches during the 2024-2025 school year to implement instructional strategies to improve student engagement in grades 6-12. Each Asbury High School teacher will participate in a teacher-led instructional round in their classroom

during the fall/spring. Teachers will be able to identify key areas they would like data collectors (SREB staff, admin, co-workers) to be looking for in terms of student engagement. Teachers will also identify a key learning question for data collectors to focus on during their lesson. All staff members will be a data collector for 2-3 instructional rounds in order to complete their observation, but also see different instructional strategies taking place across different grade level and subject areas. Debriefing will take place one our instructional rounds have been completed to formulate strengths and weaknesses among our faculty as a whole. We are also working with Bailey Group instructional coaches to better prepare ours students for ACAP and ACT testing. Instructional coaches are working with our ELA, math, and science teachers to implement strategies (bell-ringers, exit tickets, etc.) to incorporate weekly test prep. Bailey Group instructional coaches are also working with administrators and teachers to view/analyze previous test data to help us better understand the different tests and the data that we receive. This will help us better prepare instruction based on the what our students have struggled on in the past and our currently struggling with.

Marshall County Schools has also put in specific goals across the system regarding technology. The goal is to replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficient online learning environment that supports academic success and equitable technology use across all classrooms. In doing so, wireless capabilities across all areas will be enhanced and students will have increased access to devices.

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

Based on results of our needs assessment, we are focusing on two main areas for the 2024-2025 school year. Student academic growth is an area of emphasis for us this year. We are working to implement instructional strategies through our work with SREB and Bailey group. Professional development has placed a huge emphasis on offering instruction that is more tailored to student needs than just a largely whole group philosophy. Our teachers are working to implement small-group instruction tailored to the needs of our diverse population. School Climate is the other are we are focused on for the 2024-2025 school year. AHS administration is implementing an additional planning time on Thursdays for teachers. Teachers will have a duty-free lunch on Thursdays in an effort to give teachers more time to plan and reduce stress at work. On two Thursdays per month, teachers will have individual planning. On the other two Thursday of the month, teachers will have collaborative planning by subject level. Each meeting will have a different focus centered around instructional strategies, best practices, analyzing student data, etc.

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

The Foundations Team worked to align schools goals to our needs through examining results of our needs assessment. Goals were created after examining multiple types of data, surveys, and budget requirements in order to implement a ACIP that is a true representative of our school needs across the board.

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

Our goals were created after closely examining our needs assessment and analyzing available data. The Foundations team desegregated data results and surveys to create goals/strategies and plan professional development as part of the ACIP. Goals from previous school years were reviewed to identify strengths and weaknesses.

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

Our goals address the needs of our whole school population and children who are disadvantaged. Our staff is participating in PD with SREB, Bailey Group, and school/ district level admin to implement instructional best practices for all student groups. Special education teachers, EL teachers, and all instructional assistants are active partner in our professional development. After instructional rounds and standardized testing we will be able analyze our data and view how our students perform as a whole and in different sub-groups. Our PST team is also meeting monthly to collaboratively identify student needs across our student population. Academic, social, and functional needs are analyzed to monitor student progress/ needs. Services/ strategies through school administration, school counselors, outside counseling agencies, migrant/homeless services, etc. are all discussed with classroom teachers and are available to address student needs.

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.

We are currently working to improve instructional strategies and curriculum through ongoing PD, the use of 8th period, the use of key programs to offer our students a well-rounded education. Our partnerships with SREB and Bailey Group are described below. Our 8th period intervention period is also described below and is used in a various ways to offer intervention and enrichment. In terms of programs, our special education students and EL students are able to work in IXL, Elevation, and a number of other key instructional programs. IXL and Star are being used as progress monitoring tools. IXL is also being used to offer intervention in math and reading to students who are being identified through our PST team.

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.)

Asbury High School has a full-time counselor and a part-time counselor available for student needs. Marshall County School also provides a system mental health coordinator and two social workers to help meet the functional, social, and mental health needs of our students and families. We also partner with Mountain Lakes, an outside agency, in order for students to be able to meet with an outside counselor for any student needs. This partnership has made accessing mental health visits easy for students/families easier due to not having to miss school/class in order to travel to/from counseling visits. Our Mountain Lakes Counselor is on campus two days a week to meet with students.

Marshall County Schools offers technical classes to students in grades 10-12 at Marshall County Technical School. Asbury students can choose from nine different programs that are available to them. We bus students to the tech school in three different rotations by grade level. This allows for valuable hands-on learning in different career areas for three periods each day. Career programs include: automotive services, building construction, collision repair, cosmetology, JROTC, robotics, medical prep, public safety, and welding.

Asbury High School students are also able to take dual-enrollment classes through Wallace State and Snead State Community Colleges. Students that take college courses are able to have a period or multiple periods in their schedule to complete work on their college classes during their school day. Marshall County Schools has recently partnered with Snead State Community College to allow our students to take dual-enrollment classes at the new Snead State Workforce Development Center that is located directly beside Marshall County Technical School. Students are able to ride our tech school bus and attend college classes at Snead's Workforce Development Center for three periods of their day. Classes in welding, machine technology, and systems management are currently available to students and more are to be added in the future.

Marshall County Schools recently opened a Virtual School for students in need of an alternate format for learning. Students in grades 9-12 were able to apply through our virtual school supervisor. Students enrolled in the virtual school will complete all classes online, but complete standardized testing on our campus.

Our PTS team works to meet student needs through response to intervention. Students can be recommended for PST for academic, behavioral, or social needs. Our EL teachers and special education teachers are active participants in our PST meetings in order to implement interventions for students in need.

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.**

Asbury High School offers free tutoring for students in grades 6-12 by having after school tutoring on Tuesdays and Thursdays each week. In the past, our tutoring program has been paid for by the district. After school tutoring for the 2024-2025 school year will be student lead. National Honor Society students expressed the want to offer tutoring to students in need. It also benefits our National Honor Society students due to them having to obtain a certain amount of volunteer/ community services hours each year. Our National Honor Society sponsors have agreed to help our students run this program. Our students also have chrome books, we are one-to-one in terms of student technology use. All teachers are required to have a google classroom and make information available to students online. Many of our teachers use the Remind app to update students of key information and timelines in their class. Our administration also uses blackboard to send out calls, texts, and emails to update families on relevant information during school and after school hours.

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.

Marshall County Schools and Asbury High School provide an at-risk counselor, a mental health counselor, and system social workers to address mental health needs of our students. We also partner with an outside agency, Mountain lakes, to regularly meet with students on our campus.

We have 2 EL teachers and a graduation coach that work with our EL students. We have 4 staff members in our building who are Spanish speaking in order to meet the needs of our EL students and parents.

We have 3 special education teachers who work as case managers for our special education students. We also have three instructional aides in our building that work to meet the needs of special education students. We have a migrant worker in our building who works in our front office to assist parents and also works in classrooms to help students in their day-to-day routine.

Our PST team meets regularly to monitor progress of all our student groups and provide intervention and other services as needs arise.

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.

EL student parents are encouraged to attend parent meeting days that are scheduled quarterly in our school calendar. EL staff, school administrators, and translators are available to meet with parents to review student data and services our school provides. Asbury High School also provides translators in order to foster good communication with parents for our annual Title 1 meeting and other school events. All outward communication to parents and our community through social media and our phone call system are provided in English and Spanish.

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

Asbury high school currently has 35 certified teachers units. We had three teachers leave and two teachers retire prior to the 2024-2025 school year.

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

Out of our 35 teachers units, we have 14 staff members that have a bachelor's degree, 18 staff members have a master's degree, 1 staff member has their Ed.S, and 2 staff members have obtained their doctorate in education. As far as experience in the classroom, 11 teachers have five years of experience or less, 4

teachers have taught more than five years but less than ten years, 11 teachers have more than ten years teaching but less than two, and 9 staff members have twenty plus years of experience.

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)?

Marshall County Schools has implemented a teacher mentor program for all first and second year teachers. Each teacher is paired with a veteran to assist with day-to-day operations, classroom instruction, behavior management, etc. New and veteran teachers are all valuable members of our school family and are included in content area, grade-level, and other school-wide committees. We also have math and science teachers who are currently on TEAMS contracts. This helps us retain and recruit staff members in those two sub-groups. Marshall County Schools also recruits new highly-qualified teachers at job fairs for different Teacher Education Programs in our area.

We also place an extreme importance on our school culture. Developing and maintaining an environment where all staff members, students, and community members are validated and encouraged to be active stakeholders is key. Our administration works to identify leadership roles within our faculty in day-to-day operations, as well as leadership positions in school clubs and sports teams to empower our teachers to become leaders. Implementing collaborative planning twice a month through duty free lunch is another step we are taking to improve our already strong culture.

Marshall County Schools has also hired a Human Resources Manager. This has been a positive move in terms of being another asset to all teachers, but specifically new teachers to our system. Our HR manager has implemented new teacher and substitute orientations to assist with new employee paper work, procedures and trainings. He has also been in our school consistently working on ways to assist our staff with policies and procedures.

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

Summative and formative data results are used to determine our focus for PD. As a 6-12 school data from ACAP, Pre-ACT, and ACT are used to help us identify student strengths and weaknesses by grade level, subject level, and different student groups. Formative data is also paired with our summative data to help formulate the most complete picture of our students. Through ongoing PD with SREB classroom teachers are able to identify areas of focus in their classroom management and instruction to constantly offer quality instruction.

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

Asbury High School staff participate in on-going professional development throughout the school year. All staff participate in mandatory PD according to state laws regarding mandatory reporting, title IX, etc. Staff also participate in trainings for special population yearly (special ed, EL, homeless, gifted, etc.)

Asbury High school also has a partnership with SREB to offer on-going PD for administrators and school staff. Administrators receive coaching in leadership skills, along with helping facilitate beneficial PD for school staff. Asbury High School administrators have also participated in PD at the Making Schools Work conference, different CLAS PD sessions, and TAASRO conference regarding school safety. SREB staff is working with school administration and staff to complete instructional rounds focused on quality classroom instruction. Teams of SREB staff, school admin, and other teachers will be completing instructional rounds and observing teachers in areas each teacher has asked/identified as key areas they would like input on regarding teaching strategies, classroom instruction, and other areas. One of our main focus areas in regarding our instructional rounds and classroom instruction this year is writing across across all curriculums and also being able to cite textual evidence.

All of Marshall County Schools are also receiving coaching from the Bailey Group in regards to ACT and ACAP prep for testing this school year. Bailey Group coaches are working with our ELA, math, science, and EL staff to ensure quality practices are taking place to prep our students for upcoming testing this year.

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.

Marshall County Schools has implemented a teacher mentor program for all first and second year teachers. Each teacher is paired with a veteran to assist with day to-day operations and preparing instruction to meet the needs of a diverse school population. School administration also works with mentor teachers to help new teachers prepare for events throughout the school year (PST meetings, state testing, report card grade periods, etc). Marshall County Schools has also hired a human resources manager, who assists new employees with new employee paperwork and procedures. Our human resources manager has been on campus multiple times to check in with new teachers and assist with their needs. Marshall County School also hosted a new employee orientation at the beginning of the school year.

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

Marshall County Schools has a weekly school schedule that allows for PD on Friday's from 2:00-3:00 each week. Our school calendar also as a E-learning day quarterly where PD sessions can be offered. Our PD through SREB and the Bailey

Group is an ongoing partnership designed to offer coaching thought the 2024-2025 school year to use data and instructional rounds to offer quality instruction to our students. We have a Bailey Group coach for ELA, math and science. We have also been able to add a Bailey group coach for EL. This has been very helpful for our general education teachers to acquire strategies and classroom procedures to meet the needs of our EL students.

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.

Asbury High School and Asbury Elementary School share a campus. 5th grade teachers at AES have had open communication with school administration and staff in regards to preparing their students for the transition to AHS. This preparation includes academic, behavior, and socials expectations in the change from and elementary setting to a secondary setting. We are a 6-12 school, however our staff is constantly work to prepare our middle schoolers for a tougher academic environment in our high school classes. As a staff we also work to prepare our middle school students for higher expectations socially and functionally as they move to 9-12 grade. All students in grade 6-8 have an enrichment period in their schedule that is designed to help students navigate their daily schedule containing 6 other classes. Our Thursday/Friday intervention period is being used to identify students who need more intensive interventions in reading and math to help them be successful. We have ongoing conversations with our staff and our monthly PST meetings our used to identify ways to help students in need in grades 6-12. In regards to our high school students we are working to help them transition to college/work force in a number of ways. Our students are able to attend Marshall County Technical school and participate in instruction/training in 9 different career fields. We also offer dual-enrollment classes through Northeast Community College and Snead State Community College. All 10th grade students will take an orientation class this spring through SSCC to start preparation for college/work force. Our 10th and 11th graders are participating in weekly ACT prep during 8th period intervention and our 12th graders are participating in Work-keys prep at the same time. We also have a career day scheduled for individuals from our community in numerous different career paths to come in an offer insight into different career options.

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)

Marshall County Schools and Asbury High School provide an at-risk counselor, a mental health coordinator, and system social workers to address mental health needs of our students. We also partner with an outside agency, Mountain Lakes, to regularly meet with students in need. We have three teacher units, a graduation coach, and 2 staff members in our front office who are Spanish-speaking in order to meet the needs of our EL students.

We have 3 special education teachers who work as case managers for our special education students. We also have three instructional aides in our building that work to meet the needs of our special education students.

We have a migrant worker in our building who works in our front office to assist parents and also works in classrooms to help students in their day-to-day routine.

Our PST team meets regularly to monitor progress of all our student groups and provide intervention and other services as needed.

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?

All special populations have access to all services and programs available: free/reduced lunch, Title I, EL, SpEd, At Risk, and counseling. Community resources (DHR & DMH) provide necessary school supplies, food, clothing and shelter. Students have equal access to the same free appropriate public education provided to all: the opportunity to meet the same state and performance standards to which all students are held without being stigmatized or isolated. MIGRANT are identified upon enrollment and identified by SDE based on employment surveys; provided assistance in securing pertinent materials (immunization, social security cards, etc.) and are served without regard to residential status. The needs are met through homeless and migrant grant funds. EL are identified upon enrollment and receive a Home Language Survey to determine eligibility for testing if the survey indicates that the language is not English. All eligible students are tested with the WIDA-ACCESS Placement Test (W-APT) to determine eligibility. EL committee determines appropriate services. Services are provided for EL students; pull-out and inclusion instruction. Parents receive school documents in English and Spanish. The EL committee reviews each student's progress annually. If the student exits the EL program they will be monitored for two years to ensure success. HOMELESS students are identified at enrollment using SDE and federal regulations and provided with support. DHR, Social Services, LEA Attendance Officer, or parents identify homeless students. The school identifies needed services. If further intervention is needed, Asbury High School will contact the LEA for possible funding or other needs. Title I and community resources provide homeless students with necessary school supplies, clothes, and other items. ECONOMICALLY DISADVANTAGED with low family incomes, are identified through the application for free and reduced lunch and receive special considerations for needed resources.

SPECIAL EDUCATION services are provided in accordance with federal and state laws. An evaluation is conducted to determine eligibility for Special Education services. The IEP team develops the IEP based on the results of the evaluations. Children with disabilities have access to a variety of education programs and services available to non-disabled children. In addition, Special Education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students. NEGLECTED AND DELINQUENT are identified by one of the following sources: DHR, Social Services, LEA Attendance Officer, parent, teacher, or administrator. The counselor and administrator identify possible needed services for N/D students. The counselor monitors student grades and absences and ensures that N/D students have access to additional services as needed, including food, school supplies, and clothing. The LEA works with the courts to ensure parental cooperation. Marshall County School District uses state and federal funds to provide preschool to children who are four years old at seven school locations. This preschool program is designed to provide students an opportunity to become familiar with their learning environment as well as receive an introduction to readiness activities. Parents are provided workshops on strategies that they can use with their own children to prepare them for the school setting. A Developmental Delayed certified teacher and Speech Language Pathologist provides services in order to meet the needs of preschool needs children in Marshall County. Parents as Teachers preschool programs through the Marshall County Home Visitation Program are also available to children who qualify for both these programs. Marshall County Schools reach our parents, particular parents of English Learners and all other Title I children by distributing fliers across Marshall County through local agencies, doctors' offices, dental offices, the Marshall County Health Department, and at businesses across Marshall County. Fliers are sent home with every student in Marshall County Schools announcing the preschool enrollment period. Fliers are translated into Spanish as well. Advertisements announcing enrollment dates are run in area newspapers and is announced on local radio stations including the Spanish-speaking radio station in our area. Preschool enrollment dates are communicated to families by our Home Visitation Program staff. Translated newsletters also ensure preschool enrollment dates are communicated in a timely manner. Marshall County Schools ensures that the enrollment process for the preschool slots supported through the State grant does not preclude parents of educationally at-risk children from enrolling their children or, if a random selection process is needed because of demand, from their being in the selection pool. Marshall County Schools uses a multiple, educationally-related, objective criteria to determine eligible students for a Title I preschool. This criterion is kept on file at Marshall County Schools Preschool Office. Marshall County Schools ensures that Title I funds pay no more than the fair share of costs commensurate with the number of educationally at-risk children the LEA adds. Worksheets are maintained at the district office to ensure these funds are appropriately computed and applied to each preschool.

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 Asbury High School Foundations Team (Leadership Team) meets monthly to discuss topics relevant to the school and on-going events. One of the key components of that meeting is monitoring our school plan to ensure its effectiveness and make changes as necessary. Members of our foundations teams are tasked with taking in input from their co-workers and discussing various topics with them in order to gain input to measure the implementation and effectiveness of our school plan.

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 Asbury High School Foundations Team meets monthly to discuss topics relevant to the school and on-going events. One of the key components of that meeting is monitoring our school plan to ensure its effectiveness and make changes as necessary. Members of our foundations teams are tasked with taking in input from their co-workers and discussing various topics with them in order to gain input to measure the implementation and effectiveness of our school plan.

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.

Marshall County Schools and Asbury High School consolidates/coordinates the following state, federal, or local programs/resources: special education, EL, migrant, career/technical, AMSTI science, dual enrollment classes, access virtual program, foundations proactive & positive behavior support system, SREB literacy/math collaboratives and Bailey Group Instructional Coaches. Marshall County School and Asbury High School will coordinate all services to make sure our students academic, social, and functional needs are met. Plans, goals, and objectives are communicated to all staff members and stakeholders to ensure we comply with state and federal regulations.

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).

Marshall County Schools and Asbury High School consolidates/coordinates the following state, federal, or local programs/resources: special education, EL, migrant, career/technical, AMSTI science, dual enrollment classes, access virtual program, foundations proactive & positive behavior support system and SREB/Bailey Group collaboratives. Marshall County School and Asbury High School will coordinate all services to make sure our students academic, social, and functional needs are met. Plans, goals, and objectives are communicated to all staff members and stakeholders to ensure we comply with state and federal regulations.

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 Committee 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))

Our annual Title 1 Parent Meeting was held on August 6rd, 2024 in the Asbury High School lunchroom. Our Parent meeting was broken up into two sessions, a 6th-8th grade meeting and a 9th-12th meeting. Announcements about the meeting went out by email, social media platforms, and our one-call system. Announcements about the event were made in English and Spanish. We also had an interpreter at both sessions of the event to translate the information presented in Spanish.

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.

At Asbury High School, we work to schedule meetings that are at convenient times for parents. Our families can be hard to reach during the day due to work schedules. We offer our Title 1 meeting, orientations, and parent meetings in the evenings to accommodate our working families. Our district calendar has four E-learning days in our calendar this year. This days are also used as parent meeting days for parents to be able to come in and meet with their students teachers and administrators. Home visits are also completed when we have trouble reaching parents/guardians or a specific need arises.

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 were asked to complete the Title 1 Parent Survey. It was offered to parents in English and in Spanish. We also encourage parents to come to our school office and voice any needs or concerns with us throughout the school year. All information send home to parents is also provided to students/parents in English and Spanish.

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

Funds are used to provide communication to parents including automatic phone calls, printing resources to go home in multiple languages, and messages posted on our outdoor marquee. Parent Institute material were also purchased to help better educate families on different school related topics, those area include: attendance, study habits, mental well-being, etc.

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))

At Asbury High School, all information provided to families is available in English and Spanish. We employ a translator and a migrant worker to help us provide high-quality information in English and Spanish. Our translator is also available for all meetings involving Spanish-speaking families. Our administration, office staff, and teachers also work with our translator to make contact with parents/guardians in their native language to encourage participation in their child's schooling. Marshall County schools also uses a translating service where a meeting with a live translator can be set up to meet the needs of our school families.

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 sent and encouraged to return surveys in order for us to analyze data pertaining to our community. We use that information to develop school goals moving forward. Student and parents are involved in the creation and editing of our school-parent compact. We work hard to build and maintain relationships with in order for our community to know we value their input in our school.

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

Parent feedback is encouraged/invited in meetings at our school. We also welcome parents to by our school an voice any concerns or opinions they may have with school administration. Parent feedback in also gathered through online platforms, surveys are sent out in both English and Spanish.

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.

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

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

At Asbury High School, all information provided to families is available in English and Spanish. We employ a translator and a migrant worker to help us provide high-quality information in English and Spanish. Our translator is also available for all meetings involving Spanish-speaking families. Our administration, office staff, and teachers also work with our translator to make contact with parents/guardians in their native language to encourage participation in their child's schooling. Marshall County schools also uses a translating service where a meeting with a live translator can be set up to meet the needs of our school families.

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.

Asbury High School provides teachers and staff with professional development at the local school and district level to provide research and strategies to promote parental involvement. Our teachers work to monitor students academic, social, and functional needs through our PST team. Parents/guardians are contacted to receive parental input and work as a team to meet student needs. Our translator and migrant worker are also involved when working with Spanish-speaking families to encourage parental involvement.

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.

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.

Parents are encouraged to attend all school functions, including orientations, Title I meetings, and EL parent meetings. The school will work to educate parents on school issues and how they can be more involved in our school. We will continue to have parent meetings and communications through our social media, email, and letters to the households.

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.

At Asbury High School, all information provided to families is available in English and Spanish. We employ a translator and a migrant worker to help us provide high-quality information in English and Spanish. Our translator is also available for all meetings involving Spanish-speaking families. Our administration, office staff, and teachers also work with our translator to make contact with parents/guardians in their native language to encourage participation in their child's schooling.

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.

We are open to any suggestions that help meet the need of our students. We work to create a learning environment where all stake-holders are involved in planning of school goals. We want all parents to feel like they can call, email, or come in to our school office to voice concerns.

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))

At Asbury High School, all information provided to families is available in English and Spanish. We employ a translator and a migrant worker to help us provide high-quality information in English and Spanish. Our translator is also available for all meetings involving Spanish-speaking families. Our administration, office staff, and teachers also work with our translator to make contact with parents/guardians in their native language to encourage participation in their child's schooling.

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






 Asbury High School 2024-2025 Coordination of Resources

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)
 2024-2025 Mental Health Services		•
 2024-2025 Parent Compact		•
 ACIP Committee Sign In		• 1
 Asbury High School 2024-2025 Coordination of Resources		•
 NHS After School Tutoring Form		•

ure

Critical Initiative

Provide pamphlet's to parents at attendance meetings and at informal meetings across a number of different areas including school attendance, study skills, mental well-being, etc.

Objective:

Provide resources/coaching to families across a variety of subject areas that impact students and their families.

Activity

Provide pamphlet's to parents at attendance meetin

Person responsible:

Principal, Asst.
Principal, Counselor

Launch Date:

08/08/2024

Required Resource(s):

Financial Resource:

\$3101.46

Other Resource:

Source of Funding:

Title I

Activity Measure(s)

Benchmark(s)

Critical Initiative

Provide SREB training for teachers to increase student engagement.

Objective:

Provide instruction that is impactful and leads to increased student ownership of learning.

Activity

Classroom Instructional Rounds

Person responsible: SREB Staff,
School Administration, Teachers

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$20000.00
Other Resource:

Source of Funding: Title I

Activity Measure(s)

Eliot tool observations

Benchmark(s)

Benchmark:

Date:

Critical Initiative

Provide opportunities for school administration to attend professional learning related to critical initiatives

Objective:
Provide instruction that is impactful and leads to increased student ownership of learning.

Activity

PD Opportunities (CLAS, TAASRO, etc.)

Person responsible: Principal, Asst. Principal

Launch Date:

Required Resource(s):

Financial Resource: \$7656.25
Other Resource:

Source of Funding: Title I

Activity Measure(s)

Benchmark(s)

Critical Initiative

Provide substitutes for PD classroom teachers.

Objective:
Provide instruction that is impactful and leads to increased student ownership of learning.

Activity

Subs for PST, Instr. Rounds, Etc.

Person responsible: Admin, TeachersLaunch Date:

Required Resource(s):

Financial Resource: \$3000.00Source of Funding: Title I
Other Resource:

Activity Measure(s)Benchmark(s)

Critical Initiative

Use PST meetings to identify student needs and provide impactful instruction.

Objective:

Provide instruction that is impactful and meetings the needs of all students (Tier 2, Tier 3, SPED, EL).

Critical Initiative

IXL Math/Reading and Renaissance Reading programs as tiered support for students.

Objective:
Provide instruction that is impactful and meetings the needs of all students (Tier 2, Tier 3, SPED, EL).

Activity

IXL Math/Reading and Renaissanc Reading programs.

Person responsible: Principal, Asst.
Principal, Classroom Teachers

Launch Date: 08/08/2024

Required Resource(s):
Financial Resource: \$25972.55
Other Resource:

Source of Funding: Title I

Activity Measure(s)	Benchmark(s)
Student Progress Monitoring Assessments, Individualized learning paths in IXL.	Benchmark: Date:

Critical Initiative

Hire additional staff to lower classroom sizes and offer high-quality instruction to students in different academic areas.

Objective:
Reduce large class sizes to increase the quality of instruction

Activity

Hire 1.5 teacher units & instructional assistant.

Person responsible: Principal, Asst. Principal

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$106911.78

Other Resource:

Source of Funding: Title I

Activity Measure(s)

Benchmark(s)

Critical Initiative

Focus on growing the number of CCR-prepared students.

Objective:
Reduce large class sizes to increase the quality of instruction

Activity

Dual enrollment, career tech, and ORI 106 class.

Person responsible: Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: Source of Funding: Title I
Other Resource:

Activity Measure(s) Benchmark(s)

Critical Initiative

Provide summer school staff to offer summer school program for grade promotion and credit recovery.

Objective:
Reduce large class sizes to increase the quality of instruction

Activity

Summer School Personnel

Person responsible: Principal, Asst. Principal

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$4094.62
Other Resource: Source of Funding: Title I

Activity Measure(s)	Benchmark(s)
---------------------	--------------

Objective

Provide resources/coaching to families across a variety of subject areas that impact students and their families.

Critical Initiative

Provide pamphlet's to parents at attendance meetings and at informal meetings across a number of different areas including school attendance, study skills, mental well-being, etc.

Start Date:

End Date:

Key Measures

Objective

Provide instruction that is impactful and leads to increased student ownership of learning.

Critical Initiative

Provide SREB training for teachers to increase student engagement.

Start Date:End Date:

Key Measures

Critical Initiative

Provide opportunities for school administration to attend professional learning related to critical initiatives

Start Date:End Date:

Key Measures

Critical Initiative

Provide substitutes for PD classroom teachers.

Start Date:End Date:

Key Measures

Objective

Provide instruction that is impactful and meetings the needs of all students (Tier 2, Tier 3, SPED, EL).

Critical Initiative

Use PST meetings to identify student needs and provide impactful instruction.

Start Date: End Date:

Key Measures

Critical Initiative

IXL Math/Reading and Renaissance Reading programs as tiered support for students.

Start Date: End Date:

Key Measures

Objective

Reduce large class sizes to increase the quality of instruction

Critical Initiative

Hire additional staff to lower classroom sizes and offer high-quality instruction to students in different academic areas.

Start Date:End Date:

Key Measures

Critical Initiative

Focus on growing the number of CCR-prepared students.

Start Date:End Date:

Key Measures

Critical Initiative

Provide summer school staff to offer summer school program for grade promotion and credit recovery.

Start Date:End Date:

Key Measures

Asbury High School

Vision

At Asbury, we strive to create Respectful, Accountable, Motivated, and Successful students who are RAMS forever.

Mission

Provide a safe, positive, respectful learning environment that is focused on all students receiving quality instruction.

Beliefs

Our faculty will:

- Maintain high expectations and promote academic excellence for all students
- Strive to develop students who communicate effectively and are productive workers
- Create and support a positive, safe climate in which all children and adults feel welcomed, respected, trusted, and important.

School Culture

Objectives

- Provide resources/coaching to families across a variety of subject areas that impact students and their families.

Critical Initiatives

- Provide pamphlet's to parents at attendance meetings and at informal meetings across a number of different areas including school attendance, study skills, mental well-being, etc.

Professional Learning

Objectives

- Provide instruction that is impactful and leads to increased student ownership of learning.

Critical Initiatives

- Provide SREB training for teachers to increase student engagement.
- Provide opportunities for school administration to attend professional learning related to critical initiatives
- Provide substitutes for PD classroom teachers.

Impact of Instruction

Objectives

- Provide instruction that is impactful and meetings the needs of all students (Tier 2, Tier 3, SPED, EL).

Critical Initiatives

- Use PST meetings to identify student needs and provide impactful instruction.
- IXL Math/Reading and Renaissance Reading programs as tiered support for students.

Personalized Instruction

Objectives

- Reduce large class sizes to increase the quality of instruction

Critical Initiatives

- Hire additional staff to lower classroom sizes and offer high-quality instruction to students in different academic areas.
- Focus on growing the number of CCR-prepared students.
- Provide summer school staff to offer summer school program for grade promotion and credit

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
			recovery.
Key Measures	Key Measures	Key Measures	Key Measures

Mission

Provide a safe, positive, respectful learning environment that is focused on all students receiving quality instruction.

Resource(s)

Total Financial Resources: \$3101.46

Source of Funding: Title I

Other

Critical Initiative

Provide pamphlet's to parents at attendance meetings and at informal meetings across a number of different areas including school attendance, study skills, mental well-being, etc.

Key Measures

Intended Outcome(s)

Objective

Provide resources/coaching to families across a variety of subject areas that impact students and their families.

Vision

At Asbury, we strive to create Respectful, Accountable, Motivated, and Successful students who are RAMS forever.



Mission

Provide a safe, positive, respectful learning environment that is focused on all students receiving quality instruction.

Resource(s)

Total Financial Resources: \$20000.00

Source of Funding: Title I

Other

Critical Initiative

Provide SREB training for teachers to increase student engagement.

Key Measures

Intended Outcome(s)

Objective

Provide instruction that is impactful and leads to increased student ownership of learning.

Vision

At Asbury, we strive to create Respectful, Accountable, Motivated, and Successful students who are RAMS forever.



Mission

Provide a safe, positive, respectful learning environment that is focused on all students receiving quality instruction.

Resource(s)

Total Financial Resources: \$7656.25

Source of Funding: Title I

Other

Critical Initiative

Provide opportunities for school administration to attend professional learning related to critical initiatives

Key Measures

Intended Outcome(s)

Objective

Provide instruction that is impactful and leads to increased student ownership of learning.

Vision

At Asbury, we strive to create Respectful, Accountable, Motivated, and Successful students who are RAMS forever.



Mission

Provide a safe, positive, respectful learning environment that is focused on all students receiving quality instruction.

Resource(s)

Total Financial Resources: \$3000.00

Source of Funding: Title I

Other

Critical Initiative

Provide substitutes for PD classroom teachers.

Key Measures

Intended Outcome(s)

Objective

Provide instruction that is impactful and leads to increased student ownership of learning.

Vision

At Asbury, we strive to create Respectful, Accountable, Motivated, and Successful students who are RAMS forever.



Mission

Provide a safe, positive, respectful learning environment that is focused on all students receiving quality instruction.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Use PST meetings to identify student needs and provide impactful instruction.

Key Measures

Intended Outcome(s)

Objective

Provide instruction that is impactful and meetings the needs of all students (Tier 2, Tier 3, SPED, EL).

Vision

At Asbury, we strive to create Respectful, Accountable, Motivated, and Successful students who are RAMS forever.



Mission

Provide a safe, positive, respectful learning environment that is focused on all students receiving quality instruction.

Resource(s)

Total Financial Resources: \$25972.55

Source of Funding: Title I

Other

Critical Initiative

IXL Math/Reading and Renaissance Reading programs as tiered support for students.

Key Measures

Intended Outcome(s)

Objective

Provide instruction that is impactful and meetings the needs of all students (Tier 2, Tier 3, SPED, EL).

Vision

At Asbury, we strive to create Respectful, Accountable, Motivated, and Successful students who are RAMS forever.

Mission

Provide a safe, positive, respectful learning environment that is focused on all students receiving quality instruction.

Resource(s)

Total Financial Resources: \$106911.78

Source of Funding: Title I

Other

Critical Initiative

Hire additional staff to lower classroom sizes and offer high-quality instruction to students in different academic areas.

Key Measures

Intended Outcome(s)

Objective

Reduce large class sizes to increase the quality of instruction

Vision

At Asbury, we strive to create Respectful, Accountable, Motivated, and Successful students who are RAMS forever.



Mission

Provide a safe, positive, respectful learning environment that is focused on all students receiving quality instruction.

Resource(s)

Total Financial Resources:

Source of Funding: Title I

Other

Critical Initiative

Focus on growing the number of CCR-prepared students.

Key Measures

Intended Outcome(s)

Objective

Reduce large class sizes to increase the quality of instruction

Vision

At Asbury, we strive to create Respectful, Accountable, Motivated, and Successful students who are RAMS forever.



Mission

Provide a safe, positive, respectful learning environment that is focused on all students receiving quality instruction.

Resource(s)

Total Financial Resources: \$4094.62

Source of Funding: Title I

Other

Critical Initiative

Provide summer school staff to offer summer school program for grade promotion and credit recovery.

Key Measures

Intended Outcome(s)

Objective

Reduce large class sizes to increase the quality of instruction

Vision

At Asbury, we strive to create Respectful, Accountable, Motivated, and Successful students who are RAMS forever.