Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

Jackson Middle School
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Instructions

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

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

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

2025-2026 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Jackson Middle School holds grade level meetings on a weekly basis and subject level meetings when needed. Specific weaknesses are noted and strategies to address these are developed. The Continuous Improvement Plan (CIP) committee meets on an as needed basis during Aggie Block to identify each area of weakness and review the accountability reports. The faculty also uses discipline, attendance, and assessment information. The leadership team will continue to meet in order to monitor the progress of the school's short-term and long-term goals. JMS is placing a special emphasis on special education students. In addition, there will be half day professional development days designated by CCBOE.

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

Jackson Middle School holds grade level meetings to review Star Reading, IXL, and ACAP scores. We will continue to help all students improve test scores with a special emphasis on special education students. We do not have any intervention tutors or teachers this year. Classroom and special education teachers will collaborate to help bridge the special education gap as much as possible.

3. What conclusions were drawn from the results?

ACAP overall scores improved in ELA for 6th graders by 4 percentage points. Scores for 7th graders increased by 5 points. Eighth graders maintained 47%. ACAP math score percentages improved for 6th graders by 4 percent while 7th grade retained 11%. Eighth graders decreased by three points. ELA scores for current special education 7th and 8th graders showed 23% increased, 63% remained the same, and 13% decreased. For math, 30% increased, 66% remained the same, and and 3% decreased. We do not have any intervention tutors or teachers this year. Classroom and special education teachers will collaborate to help bridge the special education gap as much as possible.

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

Teachers will use strategies to help students achieve academically. It is obvious from ACAP data that we need to move the majority of students up in reading and math to meet our long-term goals, but we will concentrate on special education students to meet our short-term goals. Socially, peer helpers will continue, all students will be participating in the P.A.T.H. School-Wide Prevention program and Every Monday Matters Character Education program. Certain students will meet individually with

our counselor, resource officer, and behavior specialist. Also, we will continue to give achievement awards for grades, attendance, honors, and assessments.

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

Jackson Middle School teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction: 1.) The faculty collaboratively studies data and results. 2.)Teachers create lesson plans using activities for reading, math, and science. 3.)The faculty will set goals and standards for state assessments. 4.) Response to Instruction (RTI) members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services. 5.) Grade level and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects. 6.) Time is set aside for data review and other student concerns during Aggie Block. In addition, teacher representation and teacher input is included on school budget committees, textbook selection committees, and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

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

Jackson Middle School teacher are involved in the analysis of state academic assessment. Teachers meet by grade levels and subject areas during Aggie Block to discuss results from classroom assessments, STAR Reading, and IXL Math and Reading. The faculty collaboratively studies the data and results in order to identify steps to be taken to help students who demonstrate weaknesses in identified academic subjects. We utilize Star Reading, IXL Reading and Math, and ACAP data to make certain student goals are being met.

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

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by: 1.)Teacher review of student permanent records, previous test results and any other pertinent information which would help the teacher to determine student strengths and weaknesses. 2.) Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction. 3.) Communication with previous teachers and parents who have insight about student's learning style. 4.) Some teachers use SAVVAS for reading instruction,

which has intervention strategies embedded in the curriculum which are aligned with the reading guidelines. 5.) Providing intervention by resource teacher for children experiencing difficulty. 6.) Encouraging parental involvement in student education through telephone conversations, email, and other apps.

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.

Math and reading teachers use various strategies to increase understanding of objectives. Remediation is used to bridge the gap in deficiencies among special needs students. Remediation, pre-teaching, and re-teaching strategies will be utilized. The data from Star Reading and IXL Reading and Math will reflect on the students' weaknesses and be the guide on which deficits will be addressed and individualized instruction will be used to improve these skills.

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.)

Collaboration will take place as needed between general education teachers, special education teachers, principal, and the counselor to determine which strategies will be used to work on objectives not mastered for identified students. JMS has one mental health specialist, a resource officer, and truancy officer to improve students' skills outside the academic subject areas.

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.**

Academically needy students are identified through Star Reading, and IXL Reading and Math. These identified students and special education students will work on reinforcement skills during Aggie Block.

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.

JMS strives to identify and meet the needs of all learning groups. These needs are addressed in our goals, strategies, and activities. Various strategies are given by RTI team based on students' specific needs. Students in Special Education have IEPs. The special education students are served through inclusion and/ or pull out services. The county has a CCBOE employee to help teachers work with English Language Learners. JMS currently has two ELL students. The county provides services through the McKinney Vento Homeless Assistance Act to meet the needs of homeless students. Neglected/abused students are reported to DHR. The Clarke County Attendance Policy is used for students that have truancy problems and the county has provided a school truancy officer. JMS has a full time resource officer. Additionally, we have one mental health specialist provided by the county who meets with identified students at various times.

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.

The county has a CCBOE employee that works with teachers to help English Language Learners. Scores can be given using Transact.com.

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

Jackson Middle School lost one special education teacher unit this year.

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

The majority of the staff is highly qualified with three working towards certification.

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)?

Teacher vacancies are advertised at all school sites, on the district website, and through college placement bureaus. The specific requirements that anyone hired must be a Highly Qualified Teacher is stated as per state law and board of education

policy. Principals make hiring decisions based on these policies. Our country has a mentoring plan in place for new teachers.

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

Teachers and the professional development committee will meet during Aggie Block and faculty meeting and use various sources to determine professional development needs. The following are useful:

-Star Reading and Math training

-ACAP training

-AMSTI embedded training

-PowerSchool training

-IXL training

-Every Monday Matters-Aggies in Action.

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

Professional development opportunities to improve instruction are as follows:

-District level principal professional development

-Clarke County New Teacher Orientation

-Star Reading and Math training

-ACAP training

-AMSTI embedded training

-PowerSchool training

-IXL training

-Every Monday Matters-Aggies in Action

-School Status

-Smart Pass

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.

All new teachers attend a new teacher orientation and mentoring program coordinated by Clarke County Board of Education.

12. Describe how all professional development is “sustained and ongoing.”

Teachers meet to review the current data and plan. Documentation from walk throughs will be discussed and progress notes will be made. Professional development needs to be established based on teacher input and documentation. ATOT information will be discussed as needed. In addition, professional development half days are designated by CCBOE.

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.

8th Grade Transition is provided when the Career Preparedness Teacher, counselor, and ETS person from Coastal Alabama Community College work on career interest inventories and use the Kuder program. All 8th grade students will complete a four year plan that follows the to JHS. All 8th graders will take Career Preparedness A for JHS credit. The 5th graders from Jackson Intermediate visit our school in May for a tour of the school.

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

(N/A for Elementary Schools)

N/A

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

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

Walk throughs are done by LEA representatives and the principal to check for adherence to the ACIP. A mid year checkpoint examines documentation of efforts made toward the achievement of the goals in the ACIP. At the end of the year, faculty, staff and stakeholders will be given an opportunity to offer reflections on the current year's ACIP.

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?

We assess the data given by Star Reading, IXL Reading and Math as well as ACAP Summative and Alternate to look for patterns of achievement. We play close attention to the groups furthest from achieving the standards. Our main focus is special education population.

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?

Walk-throughs are conducted by LEA personnel and principal to check for adherence to the ACIP. A midyear checkpoint examines documentation of efforts made toward the achievement of the goals of the ACIP. At the end of the year, faculty, staff and stakeholders will be given an opportunity to offer reflections on the current year's ACIP. Success is measured based on benchmark goals and revisions are made as necessary.

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.

Star Reading and Math, ACAP Summative and Alternate, Schoology, Kuder Career, Career Expo, Educational Talent Search (Coastal College), AMSTI, National School Lunch and Breakfast, Homeless progress, Peer Helpers, P.A.T.H., and Every Monday Matters-Aggie in Action. The goal of all these programs is to meet the school wide goals.

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the

schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

Students participate in the P.A.T.H. (Prevention and Awareness for Total Health) program, Peer Helpers, Red Ribbon Week, ETS lessons, and Every Monday Matters-Aggies in Action activities. We participate in Federal School Lunch Program. The Kuder program is used for career education and career plans. State testing includes Summative and Alternate ACAP. Additional student testing includes Star Reading and IXL Math and Reading.

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

JMS-ACIP Signature Page 2025-2026

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))

During the first quarter that school is in session, Clarke County hosts the Title Advisory Council Meeting. Parents are notified of the meeting through notices sent home by students and phone calls. Topics discussed at the meetings:

- -Continuous Improvement Plan
- -Funding
- -Compacts.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

The leadership and staff of Jackson Middle School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Parents and teachers can communicate through conferences, phone calls, social media, email, and School Status.

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 informed about the Title I programs and funding. Parents are encouraged to ask questions and provide constructive ideas to implement concerning the Title I Program and how those funds will be utilized to enhance their child's education. Parents and students discuss the JMS Compact and return the signed form to their first period teacher.

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

Parents are informed about the Title I programs and funding. Parents are encouraged to ask questions and provide constructive ideas to implement concerning the Title I Program and how those funds will be utilized to enhance their child's education. Parents and students discuss the JMS Compact and return the signed form to their first period teacher.

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))

Jackson Middle School believes in involving parents in all aspects of its Title I programs. We have one parent representative on our CIP committee who is an active participant in the development of the plan. For the Parental Involvement Plan, parents are given surveys seeking their input for the school year. Parents can complete a survey on the JMS website. Each year, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Results of the parent surveys are reviewed by the parent representatives and entire CIP committee to determine changes that are needed. Parents can use PowerSchool, JMS website, phone calls, Remind, School Status, and schedule teacher conferences throughout the school year.

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 informed about the Title I programs and funding. Parents are encouraged to ask questions and provide constructive ideas to implement concerning the Title I Program and how those funds will be utilized to enhance their child's education. Parents and students discuss the JMS Compact and return the signed form to their first period teacher.

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

In May of each year, Jackson Middle School reviews, evaluates, and revises its Continuous Improvement Plan. There is one parent and one student on the committee. A JMS website notice makes parents aware that the plan is under review, that a copy of the plan is available for review in the counseling office, and that parents have the right to give input regarding the revision of the plan. Also, parents can view the plan on our website. The notice also states that after the plan is finalized and approved at the school level, if parents find the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school and the school will submit their concerns to the central office.

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.

Jackson Middle School CIP committee works diligently to ensure that all parent materials and training is closely aligned with our schools identified goals. Our school website has updated information for parents to view at any time. Parents can view progress on PowerSchool. In addition, JMS has a Facebook page with updated information, assignments, and pictures.

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.

Jackson Middle School will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. This year, our CIP committee placed special emphasis on the need to ensure a closer connection between our school's identified goals and and parent involvement activities. Parents and teachers can communicate through email, phone conversations, JMS Facebook, JMS Website, and School Status.

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.

Parent involvement is encouraged at our school. Parents and stakeholders can find out about school functions through our website, Facebook page, and phone messages.

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.

Parents and stakeholders are encouraged to communicate with teachers. At the present time, Jackson Middle School has one ELL student. Our school works with the county ELL coordinator to meet the needs of this student.

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.

Parents and stakeholders will complete surveys, email or phone teachers, and/or meet in person.

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))

Jackson Middle School provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Jackson Middle School presently has one ELL student. Every effort is made to accommodate parents with disabilities. Jackson Middle School is a handicapped-accessible building. At present Jackson Middle School has no home bound students however, if this situation does arise in the future Jackson Middle School will make any and all special accommodations needed to effectively communicate with the parent.

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.

eProveTM strategies: Goals & Plans

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

- ● **Yes**
- ○ No

Attachment Summary

Attachment Name	Description	Associated Item(s)
JMS Coordination of Resources Budget 2025-2026		•
JMS School-Parent Compact 2025-2026		•
JMS-ACIP Signature Page 2025-2026		• 1
JMS-LEA Parent Involvement Plan 2025-2026		•