



Title 1 Schoolwide Diagnostic for ACIP: 2025-2026_10132025_20:00

Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

Athens Elementary School

Amanda Tedford

515 N. Madison Street
Athens, Alabama, 35611
United States of America

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Instructions

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

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

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

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?

The comprehensive needs assessment is ongoing and continuous throughout the 2025-2026 academic school year. At the beginning of the 2025-2026 school year, Athens Elementary School reviewed assessment data in Reading and Mathematics from the 2025 ACAP Data. The results were shared with teachers analyzed in Collaborative Data Meetings. Subsequent Data Meetings included the Fall I-Ready Assessments in Reading and Mathematics as well. An overview of school strengths and weaknesses were identified and discussed as it pertained to school wide data. Teachers further analyzed data as it pertained to their specific grade level, classes and individual needs. Target areas for improvement were identified as well as strategies that align with our goals for improvement. Teachers use both formal and informal assessments and progress monitoring to monitor students and guide and inform instruction. DATA Meetings are ongoing throughout the year. Students who consistently struggle are referred to the Problem Solving Team (PST) for additional strategies, interventions and support.

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

Second Grade Reading ACAP Data indicates that 57% of students tested were on or above grade level for reading. 43% of students were below grade level. Of those students below grade level, 29% are receiving Special Education Services and 32% are English Learners receiving service through the LE Specialist. Furthermore, 41% of students who were below grade level are receiving TIER 3 Interventions daily.

The Fall 2025 I-Ready diagnostic data in Reading is prepared by grade level. Kindergarten data indicates 85% of students are below average, 13% are on grade level and 2% is above grade level.

The Fall 2025 I-Ready diagnostic data in Reading is prepared by grade level. First Grade data indicates 95% of students are below average, 4% are on grade level and 1% is above grade level.

The Fall 2025 I-Ready diagnostic data in Reading is prepared by grade level. Second grade data indicates 78% of students are below average, 13% are on grade level and 9% is above grade level.

The Fall 2025 I-Ready diagnostic data in Reading is prepared by grade level. Third Grade data indicates 57% of students are below average, 25% are on grade level and 8% is above grade level.

Fall I-Ready Reading Data showed that 19% of students K-3 are on or above grade level, 60% of students are one grade level below, and 21% of students are two or more grade levels below.

Second Grade Mathematics ACAP Data indicates that % of students are ranked at performance level 4, % of students are ranked at performance level 3, % of students are ranked at performance level 2 and % of students are ranked at performance level _.

The Fall I-Ready mathematics data is prepared by grade level. Kindergarten data indicates that 93% of students are below average, 3% of students are average, 3% are above average,

The Fall I-Ready mathematics data is prepared by grade level. First Grade data indicates that 96% of students are below average, 1% of students are average, 3% of students are above average.

The Fall I-Ready mathematics data is prepared by grade level. Second Grade data indicates that 92% of students are below average, 5% of students are average, 3% of students are above average.

The Fall I-Ready mathematics data is prepared by grade level. Third Grade data indicates that 93% of students are below average, 7% are average, 1% are above average.

Fall I-Ready Math Data indicates that 7% of students grades K-3 are at or above grade level. 69% of students are one grade below and 21% are two or more grade levels below. This data is further broken down by grade level.

3. What conclusions were drawn from the results?

The comprehensive needs assessment reveals that a significant percentage of students across grades K-3 are performing below grade level in both reading and mathematics. The data indicate widespread foundational skill deficits, with the majority of students falling one or more grade levels below expectations in both subject areas.

In reading, the Fall 2025 I-Ready diagnostic shows that only 19% of students K-3 are on or above grade level, while 60% are one grade level below, and 21% are two or more grade levels below. The highest percentages of students below grade level are found in Kindergarten (85%) and First Grade (95%), suggesting that early literacy instruction must be strengthened through explicit, systematic teaching of phonemic awareness, phonics, and vocabulary development. By Third Grade, improvement is evident with 57% below average, which may indicate that interventions and instructional supports are beginning to yield results but still require consistency and refinement.

In mathematics, only 7% of K-3 students are at or above grade level, while 69% are one grade below and 21% are two or more grades below. Across all grade levels, 92-96% of students are performing below average, showing a critical need for

improvement in number sense, problem-solving, and application of mathematical concepts. These results highlight the importance of strengthening conceptual understanding and providing more opportunities for students to apply math skills in real-world contexts.

The data also suggest that students receiving Special Education and English Learner (EL) services make up a notable portion of those performing below grade level, emphasizing the need for continued collaboration among classroom teachers, interventionists, and specialists to ensure instructional alignment and differentiated supports. Additionally, Tier 3 interventions are being implemented for struggling learners, but ongoing progress monitoring and data-driven adjustments are necessary to increase effectiveness.

Overall, the assessment indicates a need for:

- Stronger core instruction in early literacy and numeracy.
- Increased focus on foundational reading and math skills in the primary grades.
- Continued intervention support for students below grade level, with emphasis on progress monitoring.
- Professional learning to enhance teachers' ability to integrate higher-order thinking, questioning, and problem-solving into daily instruction.
- Intentional efforts to close achievement gaps through collaboration and data-informed instruction across all grade levels.

In summary, while there is evidence of incremental growth at the upper elementary level, the data clearly demonstrate that the majority of students require intensive support in reading and mathematics to reach grade-level proficiency. Strengthening early foundational instruction, intervention effectiveness, and cross-disciplinary application of content will be key to improving overall student outcomes.

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

The analysis of perception, student achievement, school programs, and demographic data indicates that while stakeholders view the school as a positive and supportive learning environment, there are consistent concerns related to academic performance, particularly in reading and mathematics. Student achievement data show that a majority of students in grades K–3 are performing below grade level, revealing a need for stronger Tier 1 instruction, early intervention, and differentiation to address gaps in foundational literacy and numeracy skills. Perception data from teachers and parents highlight strengths in school culture, communication, and student support, but also identify the need for more consistent instructional practices and data-driven decision-making. Program and process data show that interventions and enrichment opportunities are in place; however, implementation fidelity and progress monitoring vary across grade levels, impacting the consistency of student outcomes. Demographic data indicate a

diverse student population with a notable percentage of English Learners and students receiving Special Education services, emphasizing the importance of inclusive practices, language development, and collaborative support. Collectively, this analysis concludes that while the school environment is positive and supports student well-being, continued focus on instructional rigor, alignment of interventions, and targeted professional development are essential to improving overall academic achievement and closing performance gaps among subgroups.

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

At Athens Elementary, goals and objectives are extracted from our current data on ACAP, attendance, and discipline. Our goals are connected to our needs. The greatest need is improved reading and math achievement based on ACAP (Alabama Comprehensive Assessment Program) scores.

Each goal along with its objective represents an evidence based means of building teacher capacity, strengthening instructional practice, and fostering student engagement. All of which supports student achievement.

Students who did not meet the cut score in Reading on ACAP or who consistently perform at 10% or below on benchmark progress monitoring receive 30 minutes a day of Tier II intervention targeting areas to close the achievement gap.

All students who are below grade level receive TIER I instruction in Reading and Math. Progress monitoring data is used to determine what students need during this time of explicit direct instruction.

Students who are at grade level or above grade level receive enrichment instruction during TIER II time.

Every administrator, every teacher, and every parent plays an important role in helping students achieve success in learning the academic standards established by the state of Alabama and successfully demonstrating that knowledge on standards based assessments such as the Alabama Comprehensive Assessment Program.

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

All goals and objectives are derived from data analysis of reading and math ACAP, iReady benchmark assessments from the previous year and iReady fall assessments. As identified, the goal in reading and math is to increase the number of students who perform at mastery, to decrease the number of students receiving TIER II instruction. With respect to our English learners, assessment data from ACCESS is used to determine students progress toward language acquisition.

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

At Athens Elementary Academy, we have two full time Title Intervention teachers, one full time reading intervention teacher, a full time English Learner intervention teacher, a full time counselor, a full time special education and speech teacher. The Title I intervention teachers support students in TIER III instruction who scored below the 10th%tile in reading and math on the ACAP. They further support students who have consistently 2(or more times) scored below the 10th%tile on common assessments. These groups are flexible and students move in and out of TIER II according to their benchmark assessments. Students who do not qualify for TIER III intervention receive TIER II instruction during scheduled instructional time. Students who are on IEPs receive designated services in education, speech, behavior and occupational therapy in accordance with goals as specified in the IEP. Our English Learner interventionist supports students whose primary language is other than English. The majority of our non English speaking students speak Spanish. All students at Athens Elementary, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/ delinquent, have access to all services and programs available, including free/ reduced lunch, Title I services, EO Services, special education service, and counseling services. Athens City School District also has a Gifted and Talented teacher who works with students who have been identified. This teacher also screens students who have been recommended to the Gifted and Talented Program prior to identification. Athens Elementary students also attend STEM Lab, Music, Library and PE.

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.

Athens Elementary believes that exploration leads to engagement; engagement maximizes learning, project-based learning leads to student ownership, which leads to retention of material. Athens Elementary educators use differentiated instructional strategies and methods to offer a developmentally appropriate academic program for all of our students. Teachers participate in professional development to move their teaching practices forward and strengthen instructional practice in the classroom. Students participate in whole group and small group lessons daily where multi-sensory strategies and activities are implemented. Students who need additional support in Reading and Math receive TIER III Support with the Resource, Title and EL Teachers. In addition students who are identified as Gifted and Talented receive services once a week. In addition to the newly adopted HMH Into Reading curriculum, each grade level has developed Units By Design that are a part of the core of our academic program. These units are aligned with state standards and success criteria is evaluated through performance scales that are aligned with standards based grading. As a part of each unit, students participate in grade level research through project based learning activities, embedded reading, language arts and math lessons and field research trips. All students K-3 spend 30

minutes to 1 hour per week in the Athens Elementary WOW Lab where our WOW specialist leads the class in extended learning activities to support content standards and units. The engineering design process is a large part of our daily teaching and incorporated into the majority of our student focused learning activities. Our students also participate weekly in music and art. These classes also provide additional learning opportunities that are aligned and supportive of the grade level units. The Media Specialist meets with each class weekly and supports the content by offering resources through books, digital and technology integration, and WOW Lab activities. The Media Specialist is also available to schedule additional time for collaborative learning activities in the Library Media Center. Resources have been made available to the teachers as a means to provide age appropriate lessons, activities and resources to help our students become well rounded individuals as well as support the vision of our district's "Portrait of a Graduate" for the future.

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.)

Behavior issues continue to be a growing challenge for teachers. The Student Support Team offers Multiple Systems of Support for Athens Elementary students. The team not only addresses academic needs, but any other needs such as behavioral, social and emotional needs, or any other concerns teachers may have. The team assesses each individual situation, discusses available resources and helps to develop plans or an appropriate direction for any students requiring intervention.

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.**

Athens City School District implements a series of organized after-school tutoring sessions that take place on Tuesdays and Thursdays from 3:00-4:30. These intervention classes are taught by highly qualified teachers to support students beyond the instructional school day.

Athens Elementary teachers provide academic support beyond the school day by communicating specific needs to the parents about how, working together on specific skills, students may advance in reading and math. The teacher provides a weekly newsletter that outlines skills that are being taught during the 9 weeks of instruction and ways to support that instruction. The teacher may call, text, or communicate through SeeSaw. The teacher may provide additional materials that can be used at home. Parents are made aware of resources available for use at home and how materials can be checked out from the Title I classroom. These materials are available to all students and families. SeeSaw, a digital portfolio, is a tool that teachers use to share information and communicate ways that parents/families can support and reinforce academic skills.

Athens City Schools also offers a summer school session during the summer of each school year. All K-3 students who performed below grade level on their reading and math portion of the spring I-Ready benchmark are invited to attend. Summer School teachers consist of qualified teachers from our district that are equipped with training and materials to use the state approved SPIRE program. This program's content is presented during the summer session within small groups where students are placed with peers based on similar skills.

Athens Elementary offers "Kindergarten Camp" for incoming kindergarten students for a sneak peak of what to expect when school begins. The experience is a soft transition into the adjustment of a full day of school. Kinder Camp participants take home bags with interactive materials to be used at home with parents.

Latchkey, is an after school child care program led by an instructional support staff member who provides activities each afternoon for students whose parents are working. The Boys and Girls Club of Athens is an alternative to attending the LatchKey program. Both programs offer time to work on homework and homework help.

Parents are encouraged to be involved beyond the school day by attending Athens Elementary Conference Week, PTO meetings, ShowCase Nights, Spanish Speaking Parent Night, One School, One Book Celebration Night, and other activities.

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.

Staff at Athens City Schools Central office along with staff at Athens Elementary Academy work together to identify the students in our district who are considered migrant, English Learners, economically disadvantaged, neglected, delinquent, and homeless. Staff is trained to recognize the signs, and processes are in place to

identify these students. The Exceptional Services Coordinator oversees the students served through Special Education.

All students must be provided with a free and appropriate public education. All students are held accountable to the same state student performance standards.

All students at Athens Elementary have access to all programs provided to every student. This includes free meals, Title I services, Special Education services, EL services, gifted services, fine arts and counseling services. Our school counselor is available and knowledgeable about local resources that provide assistance to struggling families.

Upon registering for school, all parents complete an Alabama State Department of Education Employment Survey, to determine potential migrant families. In addition, all parents must complete a Home Language Survey to determine eligibility for services provided through the EL program.

Students that are evaluated as English Language Learners take the WIDA ACCESS test. If students qualify for services, parents are informed of available services and have the right to waive those services. If parents agree, the IELP (Individual English Language Plan) committee meets to determine placement for the student. The committee may consist of the EL teacher, parent/guardian, student's teacher, counselor, administrator and a translator if needed. The committee reviews the IELP plan for each student annually. If a student scores proficient on the WIDA, and is performing on grade level, they become eligible to exit the EL program and will be monitored for four years. Services provided through the EL program include, but are not limited to, content area tutoring, pull out for EL services, individual student support, and content based EL instruction.

The Athens City School Homeless Liaison is responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students and provide them with appropriate services. Economically disadvantaged students may qualify to receive weekend food bags offered by the Full Tummy Project.

Athens Elementary provides special education services and uses appropriate procedures in accordance with federal and state laws and regulations to determine students who qualify for services. If a student qualifies for services, an Individual Education Plan (IEP) is written. The IEP outlines additional resource time and/or classroom support in reading and math. In addition to core subject areas, other needs that are addressed in the IEP include speech/language therapy, occupational therapy, social skills instruction, behavior management, and enrichment/gifted services. IEP meetings address the concerns of the parent, and the academic, developmental, and functional needs of the child. Students receiving Special Education services receive all of the same academic and educational experiences as General Education students. Supplementary services, devices and support are used as needed.

5. Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

In the fall of each school year, Athens Elementary holds an evening parent meeting for our Spanish speaking parents. Translators are present to assist with the general meeting and to help parents and teachers hold mini conferences to ensure that the parents are aware of school processes and procedures.

Furthermore, the staff at Athens Elementary sends home ACAP and READY reports to parents. ACAP scores and beginning of the year I-READY scores go home in the fall of the school year. I-READY score reports are sent home after the January/mid-school year assessment and then a 3rd time after spring assessments are complete.

The English Learner Teacher attempts to meet individually with the parents of students qualifying for EL services at the beginning of the school year to inform them of scores generated by the ACCESS for ELLs. The EL teacher also utilizes a program called Talking Points to send messages to parents in their native language.

The Athens City School system provides hard copy translation information in Spanish and will work to accommodate any other needed language translations. A Spanish speaking translator is available if needed for in person meetings.

Parent conferences are planned annually. It is a week where teachers make themselves available after school hours and invite parents to come and conference about curriculum, test scores, data, progress, behavior, and student needs. Translation is available upon request.

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

As we ended the 2024-25 school year, three certified staff members discontinued employment at Athens Elementary. One of the three employees retired, one transferred to other schools outside of our Athens City School District and one of the three decided to become a stay at home mom. The remaining employees transitioned into the 25-2026 school year.

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

At Athens Elementary, teachers are highly qualified. We have 18% of teachers who have 21 plus years of experience, 40% with 11-20 years of experience, and 42% with 1-10 years of experience.

Currently, 63.6% of our teachers hold a Bachelor of Science Degree, 69.7% hold a Masters in Education Degree, 6.1% hold an Education Specialist Degree, and 3% are Alabama Board Certified. Athens Elementary teachers continually participate in rigorous professional development such as LETRS (Language Essentials for Teachers of Reading and Spelling) and AMSTI (The Alabama Math, Science, and Technology Initiative) math.

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

The Athens City School district traditionally has a low turnover rate for qualified teachers. Every year district representatives showcase Athens City Schools at job fairs in Alabama sponsored by colleges/universities for the purpose of attracting highly qualified (HQ) teachers. Prospective teachers are given information about Athens City Schools, the city of Athens, and neighboring communities. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. When positions become available, the district posts the anticipated opening on the ALSDE "Teach in Alabama" website. Prospective applicants may submit applications which local administrators may view. Athens City Schools administration determines personnel needs that require the use of Title I funds. Athens Elementary follows guidelines set forth by the ACS Board for hiring and strives to attract highly qualified and experienced teachers for our school. First-year teachers collaborate with fellow grade level teachers and the system provides additional professional development to new teachers.

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

Assessment data drives next steps for professional development. Curriculum leaders at the Athens City Schools Central Office, along with school administrators and school instructional partners meet to review academic assessment data. They use knowledge from looking at the data to collaborate, discuss, and to create a plan that implements professional development that targets and improves instructional practices.

Professional development hours are carefully planned to give content area teachers the best knowledge possible that will help close knowledge gaps. Professional development hours are used to help guide staff in collaborating and developing research-based lesson plans within units of study developed by grade level teams. Teachers strive to utilize more direct, explicit instruction to help students master standards, as well as grow in personal and collaborative success skills. The focus for professional development activities is often aligned to implementing the strategies and activities that develop direct instruction to teach grade level standards. LETRS, Project Based Learning, Computer Science focused lesson planning, Unit planning, Social and Emotional Learning, and AMSTI are primary focus areas of professional development.

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

Professional development is at the forefront of this district and begins with system administrators participating and developing plans for system wide and individual school focus. Athens Elementary school administrators work with our reading and math coaches to develop sessions related to the needs of Athens Elementary. All of

the time and effort put into professional development is to enhance and support teachers delivering lessons on grade level standards.

For the 2025-2026 school year, some Athens Elementary classroom and resource teachers will be participating in intensive and rigorous LETRS training. LETRS stands for "Language Essentials for Teachers of Reading and Spelling".

Some Athens Elementary classroom teachers will be participating in AMSTI (Alabama Math, Science, and Technology Initiative). It's an initiative to improve math and science teaching statewide.

Teachers representing each grade level are continuing to participate in the district's initiative to identify priority standards from the Alabama Course of Study and tag them as priority standards across the ACS system. They are establishing scaffolding standards, the standards needed as steps in the process to achieve priority standards. They are developing proficiency scales used to determine whether or not a student is proficient and to what degree. And, finally, pacing guides to assist teachers in knowing how much time to spend on a standard. Each grade level team also continues to work on Unit By Design training as a district and at the school level.

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 Athens Elementary staff are available to assist new teachers at any time. Some systems that have been put into place include an assigned mentor for 1st and 2nd year teachers. Another system for assisting new teachers that is in place is called "On Boarding Training". It is a series of meetings over time that informs new teachers of ongoing initiatives that have been in place in the system.

The Athens Elementary reading and math coaches instruct new and seasoned teachers on school level coaching cycles. The teachers and coaches use hard data or teacher observations to plan together and implement lessons that target specific skill development with students.

Collaborative grade level teams meet each week and this also includes the principal, assistant principal, reading and math coaches. New teachers have the opportunity to learn and ask questions during this set-aside time.

12. Describe how all professional development is "sustained and ongoing." The level of training and knowledge received when teachers participate in such high quality programs (such as LETRS or AMSTI) become internalized teaching knowledge. That training sustains our teaching practices. LETRS takes 2 years to complete. AMSTI training is a continuous training stretched out over time. All of the professional development activities we participate in are continuous and ongoing and not a "one and done" type training.

At Athens Elementary, the reading and math coaches play a key role in delivering professional development learning activities and giving guidance to all classroom and special area teachers. The coaches plan and implement professional development lessons and activities in whole group, small group, and individual settings. The coaches begin sessions by reviewing the process we are going through (how we got here) and what is needed to continue the process (where we are going).

In order for professional development to be sustainable it must be used in daily practice. The administrators at Athens Elementary also participate in training and support teachers with their ongoing professional development and implementation.

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.

Athens Elementary staff places great importance on helping our students transition from home to school and from grade to grade. We realize that the student must be supported not only academically, but socially and emotionally as well. Our students enter kindergarten from home, or a public or private pre-K environment, and leave our school to enter Athens Intermediate School for their 4th grade year.

In order to help our students make a smooth transition, we offer the following:

- Kindergarten Pre-registration in early Spring
- Kindergarten Camp for incoming Kindergarten students is offered in the summer
- Classroom supply lists are attached to the end of the year report card for the
- Meet the Teacher night is scheduled just before school open
- Students in third grade visit Athens Intermediate school for a tour in the late
- Eagle Buddies from various high school organizations serve as mentors

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?

The Title I teachers collaborate with the principal, assistant principal, instructional partner, and counselor to discuss the relationship between what the data shows, where we were, where we are and where we want to be. The reading and math coaches along with administrators will review and discuss data with teachers. Administrators and the coaches will use the information in the data to plan professional development for the school year. They work together to evaluate how to best plan professional development that will support the goals we are trying to reach. The Title I Teachers will be responsible for making the plan available to all stakeholders.

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?

Athens Elementary leaders and teachers meet regularly throughout the year in faculty meetings, Learning Leadership Team meetings, and Problem Solving Team meetings to discuss successes and areas where the achievement gap still exists and to determine whether the school-wide program has been effective in increasing student achievement. During collaborative grade level meetings, the reading and math coaches along with grade level teachers focus on ways to use results from iREADY, ACAP, and WIDA ACCESS for ELLs assessments. Teachers also use the results from formative and summative classroom assessments to inform and guide instruction and to determine strengths and weaknesses of students. They determine next steps to move students toward academic achievement. Students who are falling behind are given extra support through Tier I, Tier II, and Tier III Title I support. The Title I and English Learner teachers communicate information to and with classroom teachers about students that are behind. These students are monitored by PST and data is tracked. If necessary, referrals are made for further evaluation to insure that all needs are being addressed.

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?

Ongoing DATA meetings, collaborative meetings, and LLT meetings are used to inform and guide any revisions of the school plan. LLT meetings are held monthly wherein current relevant data is reviewed to determine if students are making academic progress. Benchmark iReady data is reviewed in the fall, winter and spring. These benchmark assessments are target check-in points to determine how Athens Elementary teachers are closing the achievement gap. All of this data, along with ACAP scores are reviewed and analyzed throughout the year to ensure that the school wide program is focused on the targeted direct instruction students required to attain academic achievement and continuously closing the achievement gap.

Athens Elementary Academy is an environment where all stakeholders, internal and external, are welcome to contribute opinions and ideas. Where we are, where we need to be, and how to get there is often the focus of our discussions. How to improve student learning is a school-wide priority. The knowledge gained from looking at data drives future professional development plans and discussion for the entire staff.

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.

Several monetary sources are combined to fund academic operations and academic materials and supplies needed for our school. Taxpayer money from state funds, local funds and federal funds make up these funding sources. These three funding sources are also known as The State of Alabama School Foundation, Title I School-wide Allocation, and Local Funds. The State of Alabama School Foundation funds the majority of the school's teachers, based on student enrollment. School-wide Title money is needed to supplement and increase the number of teacher units. Title I allocations fund the salary and fringe benefits of the Title I teacher(s) and English learner teacher. These teachers provide much needed instructional support to students struggling in the regular classroom or instructional support for those students who are learning English. The remaining amount of the Title I School-wide Allocation is used to provide a variety of important resources such as books, learning aids, technological equipment, access to websites, hands-on learning materials, and many other supplies.

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).

The Athens City Schools administrators, along with administrators and teachers of Athens Elementary work together using federal, state, and local funds to, in the best way possible, enhance the quality of learning and education received at Athens Elementary. Priorities include keeping class sizes as small as possible, vetting and purchasing the best possible textbooks and core programs available, and keeping technology, for the use of the learner, current and up to date for every student in our school. Other Priorities include supplementing instruction in the classroom for certain students with specific needs. Beyond that, materials and supplies that enhance learning in the classroom are carefully chosen and considered before purchases are made. Federal, state and local funds are carefully committed and allocated to support achievement of our school-wide goals.

ACIP Assurances

Instructions:

By responding to the questions attaching evidence where required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

☒ YES

☐ NO

☐ N/A

ATTACHMENTS

Attachment Name



Meeting Sign In Sheet

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))

This year, the school will hold a virtual family informational night where-in the Title I teachers will review the school's participation in Title I. The Title I teachers describe Title I requirements, including the 1% set-aside, and the rights of the parents. The presentation, including all information requirements will be posted in the weekly digital school newsletter and made available on the school website.

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 Athens Elementary, we believe in the importance of parent involvement and strive to offer parent meetings that will offer options and opportunities for all parents to attend. The majority of our parents work during the day and evening meetings are the most convenient for that majority.

Before the first day of school, Meet the Teacher Night is a very informative meeting to kick off the school year. The counselor and EL teacher organize a meeting that informs parents and gives them the opportunity to ask questions and solve problems with the assistance of a translator.

This year Athens Elementary will host a Family Night where we will share about Title I, the Alabama Literacy Act, and the new report card format. Upon conclusion of these activities families will be dismissed to classrooms where students will showcase what they are working on.

Additionally, parents have the opportunity to sign up for face to face conferences. This year, during conferences parents and students had an opportunity to attend math centers in the library to inform parents about mathematics instruction. Further, an information table was set up by our Title I teacher and our reading and math coach to inform parents of the literacy law as well as provide them with literacy activities they can do at home together.

Parents and teachers have the option of meeting in person, over the phone or online via ZOOM sessions.

Administrators, teachers, and special area teachers at Athens Elementary are available to meet with parents during the school day. It is our intent to make every effort to accommodate the schedules of the parents when it comes to working with families to improve learning and solve problems.

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 will be invited to Family Night where they will have an opportunity to participate in the annual Title I Meeting. After receiving information about the schools comprehensive Title I program and plan, parents will be invited to ask questions and give input. In addition, parents will be invited to give feedback in regards to the plan via survey to understand the school plan.

Parents from Athens Elementary will be invited to participate in an online Federal Programs Parent Advisory Committee Meeting. Parents will review in-depth information on the comprehensive Title I Program and will have opportunities to submit input and ideas.

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

The Parental Involvement funds for Athens Elementary are used to fund the purchase of a variety of books, tools, and supplies. Kindergarten Camp teachers create individual bags for incoming Kindergarten students. The bags include Kindergarten readiness materials such as Play-Doh, scissors, flash cards, crayons, and books for shared reading with a parent. New books to be housed in the Title I classroom have been purchased to send home with students in grades K-3. The leveled books will be appropriate to the student's reading ability level and will be appropriate for practicing and improving reading skills. Parents will be informed of the purpose of the books and will be asked to play a part in assisting the child. Parental involvement money is also used to purchase access to an online SMORE Team account. Access to SMORE is vital in providing a website across the school for administrators and teachers to develop newsletters and disperse important information and keep parents in the know.

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))

Our Title I school utilizes a variety of organized meetings, digital communication, and hard copy notes to disseminate information. Our staff organizes multiple parent meetings or events to inform parents of a variety of topics including school processes and curriculum. Our school system employs a translator that provides verbal or written translation services.

The Sandbox, our weekly Athens Elementary Newsletter, is vital in disseminating information about curriculum or student academic testing and assessments when necessary. Teachers indicate weekly, which standards and skills will be addressed in their parent newsletters.

After each of the three school-wide universal screener sessions, a hard copy score report will be sent to parents that includes information about how the student scored and where the student falls on the scale of achievement expectations.

Student learning activities posted on SeeSaw are evidence of student progress and give parents insight into standards based curriculum and student learning. Parents can view the activities and communicate with teachers through this platform. This platform provides translation for non-English speaking parents.

Parents are regularly informed of their child's progress and academic standing through report cards and assessments. Parents may indicate on either of these forms that they want to meet with the teacher.

Under our Multi Tiered Systems of Support, struggling students will receive a letter to inform parents that the Problem Solving Team is going to gather information and meet to discuss options for helping that struggling student progress towards academic achievement. The parent will also receive permission form asking to allow the school to gather information and conduct hearing and vision screenings. Hard copies are available in Spanish.

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))

A School-Parent Compact is distributed to every student at the beginning of the school year. It has been reviewed and signed by the school principal and classroom teacher before being distributed to parents. Parents are asked to review the compact with their child. The Compacts are available to be discussed with a parent during a parent teacher conference Teachers make a minimum of three attempts to get a compact signed by a parent.

Parents from Athens Elementary are invited to participate in an online Federal Programs Parent Advisory Committee Meeting. Parents will review in-depth information on the comprehensive Title I Program and school compact. Parents have an opportunity to submit input and ideas.

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

Should a parent find the Continuous Improvement Plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The school will submit parent concerns to the LEA. These concerns will be directed to the State

Department of Education. Parents will be notified of their right to submit comments of dissatisfaction when the CPI is posted in the digital newsletter.

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:

Will 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 partnership among the school, parents, and the community to improve student academic achievement, our school:

Will 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:

Will 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.

Title I money continues to help our school build and provide many resources that are needed and available to parents and to teachers here at Athens Elementary. Extensive parent resource materials are located in the Title I room and made available for parent check out.

The Title I teachers communicate with the teachers about resources available in the Title I room that may be used at home when a parent makes a request to support

learning. The Title I teachers communicate information about available resources at the annual meeting and through the school newsletter.

Athens Elementary teachers share ideas, coach parents and help them understand how to help their child at home. Teachers send resources home to target deficits and help students overcome difficulties. These include leveled readers, literacy and math games for grades Pre-K through 3rd grade, flash cards and digital resources.

Teachers share ideas in their weekly newsletters of ways parents and families can support learning.

Students share digital portfolios with their families through the SeeSaw website. Parents can see activities and videos and can provide feedback to their child. Parents gain insight by viewing curriculum based activities. SeeSaw provides an opportunity for communication and feedback from parents when necessary. SeeSaw provides translation service within the site.

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.

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:

Will 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.

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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:

Will educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

The entire Athens Elementary community of administrators, office staff, faculty, and other vital school workers promote capacity for parental involvement through our culture and climate.

Under the leadership of our Athens Elementary administrators, all staff follow their example in how parents should be treated and valued and believe in the importance of parental participation. The Athens Elementary staff wants to make parents feel welcome and make them feel that they are an important part of our school community. Office staff are the first to make contact with a visiting parent by offering a warm welcome and by serving the needs of the parent.

Athens Elementary staff work together during grade level meetings, faculty meetings, and special event committee meetings to plan events and activities of which parental involvement is an important component. Teachers invite parents to be guest speakers and readers in the classrooms. Field day and special class holiday celebration days are both special activity days that solicit parent volunteers and attendance. Parents are invited to go along on field trips. All parents are welcome to be a part of our school and encouraged to be involved to improve overall academic achievement.

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:

Will 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:

Will 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 no 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:

Will 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.

At Athens Elementary, we believe that teacher-parent communication is the first step toward utilization of useful parent resources. When teachers and parents communicate, teachers inform parents and parents inform teachers. Questions produce answers that help teachers and parents solve problems and move learning forward for students. Together, teachers and parents plan for what resources are needed to help improve student learning.

The Title I room located within the school contains learning resources available for parents. A variety of reading and math hands-on activities and kits are available for check-out by parents. Parents will be informed of the Title I resources through the annual meeting and the digital newsletter.

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

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

Will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

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

Will 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 practical a language the parents can understand.

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:

Will 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.

Three of our most utilized forms of communication, The Athens Elementary Academy newsletter, the SeeSaw digital app-based platform, and One Call Now all have translation capabilities. The Athens City Schools website includes important information that parents need and utilize, and it also includes translation capabilities.

Activities and events that are planned within the school may be advertised through a digital platform, but also by a hard copy letter sent home, and many of those notices are translated into Spanish. There are parent volunteers who assist translating at parent meetings. The Central Office employs a person to help translate documents into Spanish. The translator is often asked to call parents and communicate information. The translator often attends school meetings during the day or at night in order to translate information between the educator and the parent.

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.

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:

Will provide such other reasonable support for parental involvement activities as parents may request.

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.

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:

Will provide such other reasonable support for parental involvement activities as parents may request.

The Athens Elementary family is made up of educators, staff members, students, parents, and community stakeholders. Parents present ideas and give input to develop activities that would benefit the whole learning community. The staff at Athens Elementary will make an effort to evaluate, assist, and implement activities requested by the parents. We will make every effort to assist parents who make requests for other support for parental involvement.

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))

Athens Elementary is so proud of the variety of events and meetings that bring families together with Athens Elementary educators and staff. Athens Elementary educators and staff are aware of communication challenges and we do what's necessary to provide opportunities for participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students in all activities associated with our school. Parent notifications, such as report cards, meeting notices, and

handbooks are sent to parents in Spanish. Our school system provides assistance to ensure communication takes place with Hispanic parents and families when needed. All students, including parents of migratory students, receive important school information through notes home in their classroom communication folders, messages from our automated phone system, emails, phone calls, our school website, and emergency broadcasts on local television channels. To the extent possible all communications are sent to parents in a language that is understood.

Coordination of Resources - Comprehensive Budget

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

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

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

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

eProve™ strategies: Goals & Plans

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

☒ **Yes**

☐ No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 AES Coordination of Resources	Comprehensive Budget	•
 AES School-Parent Compact	School and family commitment	•
 Meeting Sign In Sheet	Meeting	• 1
 Parent and Family Engagement Plan	School engagement with families.	•