



Title 1 Schoolwide Diagnostic for ACIP: 2025-2026_10122025_18:38

Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

Robert D. Sloman Primary School

Deeya Holland

200 Bethlehem Rd

Douglas, Alabama, 35964

United States of America

Table of Contents

Instructions	3
2025-2026 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	33
Parent and Family Engagement	34
Coordination of Resources - Comprehensive Budget	54
eProve™ strategies: Goals & Plans	55

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 conducted by the School Leadership/ACIP Team, which meets annually to review and analyze multiple data sources, including STAR, mClass, iReady, and stakeholder surveys from parents, faculty, and staff. The team, selected by an anonymous vote using Google Forms, evaluates academic performance, professional development needs, technology needs, and budget priorities. Input from all stakeholders is gathered through meetings and surveys to ensure broad participation. Based on this analysis, a revised ACIP is drafted outlining goals, strategies, and activities for school improvement. The final document is shared publicly on the school website and in the front office and library, and feedback is solicited before finalization.

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

The results of the comprehensive needs assessment at Sloman Primary School showed that the primary areas of improvement are reading comprehension and math proficiency across all student populations. Data from the 2025 ACAP, STAR, mClass, iReady, and stakeholder surveys indicated a need to strengthen instruction through enhanced vocabulary and writing in ELA and academic vocabulary in math. The assessment also revealed a continued need to retain and support highly qualified teachers through targeted professional development in best instructional practices aligned with rigorous state standards.

Additionally, the review identified the growing need for improved technology integration in classrooms, including the need to integrate more touchscreen devices to utilize applications purchased by the district. The school must continue transparent communication with families and stakeholders regarding funding, academic goals, and safety measures. Communication in the primary language of stakeholders is a priority for Sloman Primary School.

Demographic data highlighted an increase in students from Spanish- and Haitian-speaking backgrounds, requiring additional instructional resources and parent engagement efforts in both English and Spanish. Faculty feedback emphasized the need for more planning time to develop rigorous lessons, which will contribute to improved instructional quality, school climate, and overall student achievement.

3. What conclusions were drawn from the results?

The conclusions drawn from the results of the comprehensive needs assessment at Sloman Primary School indicate that continued focus is needed on improving reading fluency, reading comprehension, and math proficiency across all grade levels. Reading instruction must remain aligned with the Alabama Core Standards

and include strong vocabulary development, writing integration, and the use of ARI strategies to strengthen literacy. Math instruction should emphasize number sense and utilize AMSTI strategies such as Number Talks to deepen conceptual understanding.

The assessment also concluded that instruction in both subjects must remain data-driven and guided by the Alabama Course of Study standards. Ongoing professional development for teachers is essential to ensure high-quality, effective instruction that meets rigorous expectations.

Another key conclusion was the need to enhance communication and engagement with families and the community to share goals, strengths, successes, and available district services—particularly ensuring accessibility for diverse populations, including Spanish- and Haitian-speaking families.

Improving school culture and climate remains a priority, as it contributes to higher teacher and student attendance, mutual respect, and positive behavior. Finally, with the school's growing student population and the continued expansion of technology programs and applications that support learning, Sloman Primary School recognizes the need to update its device replacement plan to ensure equitable access to technology for all students. Ongoing training for teachers will also be essential to effectively implement and integrate these digital tools into instruction. The school will also focus on helping students develop digital literacy skills by learning about cybersecurity, online safety, and how to use technology responsibly and effectively to support their learning and prepare them for success in an increasingly technology-driven workplace.

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

As a result of analyzing perception, student achievement, school program/process, and demographic data, the Sloman Primary School (SPS) Leadership/ACIP Team concluded that additional support is needed in reading fluency, reading comprehension, and math proficiency across all grade levels. Data from STAR, mClass, iReady, and faculty and parent surveys revealed consistent areas of need in foundational literacy and numeracy skills. To address these, SPS implemented daily intervention and enrichment time within the master schedule, ensuring all students receive targeted instruction based on their individual areas of deficit without interrupting core instructional time.

Analysis also showed the importance of protecting Tier I instructional time and strengthening the use of evidence-based programs such as Open Court Reading, SPIRE, enVision Math, and AMSTI strategies. Teachers are receiving ongoing professional development to enhance instructional quality and meet Alabama Literacy Act and Course of Study standards.

Perception data highlighted a strong need to continue improving school climate and culture, fostering positive behavior, respect, and increased teacher and student

attendance. Faculty feedback indicated a desire for more planning time and continued support for high-quality instruction.

Demographic data revealed a growing English Learner (EL) population, particularly among Spanish- and Haitian-speaking students, emphasizing the need for additional instructional resources, bilingual communication with families, and culturally responsive practices.

Additionally, with a growing student population and expanding technology-based programs, SPS recognizes the need to update its device replacement plan, provide staff training on district-supported applications, and teach students about cybersecurity, online safety, and responsible technology use. These steps will ensure equitable access to learning tools and prepare students for a technology-driven workforce.

Overall, the analysis confirmed that focused, data-driven instruction, strong professional development, inclusive communication, and modernized technology integration are key to improving student achievement and sustaining continuous school improvement.

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

Sloman Primary School's goals are directly connected to the priority needs identified in the comprehensive needs assessment and benchmark data. The assessment revealed areas of strength and areas requiring improvement, particularly in reading comprehension, reading fluency, math proficiency, and technology integration, as well as needs related to school culture, faculty planning time, and family engagement.

Academic goals in reading and math are designed to address these priority needs by ensuring high-quality instruction from well-trained, highly qualified teachers, protecting core instruction time during whole group and Tier I lessons, and implementing daily intervention and enrichment to close learning gaps. Professional development is aligned with evidence-based programs and best practices—such as Open Court, SPIRE, LETRS, enVision, AMSTI, ARI, and STEM strategies—to strengthen teacher expertise and instructional effectiveness.

The goals also address the needs of a growing and diverse student population, including English Learners, by providing targeted supports and ensuring culturally responsive practices. Family and community engagement is emphasized through transparent communication of academic goals, student progress, and district services, promoting active involvement in student learning.

Finally, the goals incorporate technology initiatives by updating the device replacement plan, providing teacher training on digital tools, and teaching students digital literacy, cybersecurity, and responsible technology use—preparing them for a technology-driven workforce. Overall, the goals are strategically aligned with the findings of the needs assessment, targeting the school's highest priorities to ensure

measurable academic growth, a positive school climate, and equitable access to resources and opportunities for all students.

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

The goals at Sloman Primary School are designed to address the needs of the entire student population, including subgroups such as English Learners, students performing below grade level, and other disadvantaged students. Using multiple types of data—including mClass, STAR Reading and Math, iReady, ACCESS for ELLs 2.0, ACAP, Early Years Benchmark Assessments, and teacher-administered formative assessments—school leaders and teachers identify student strengths, areas for growth, and individual skill deficits. Diagnostic screeners and frequent progress monitoring provide ongoing insights to tailor instruction and interventions to meet the unique learning needs of each student.

Academic goals focus on ensuring quality Tier I, II, and III instruction in reading and math, protecting core instruction time, and implementing targeted intervention and enrichment. Programs such as Open Court Reading, SPIRE, LETRS, Orton Gillingham, enVision Math, AMSTI, ARI, STEM activities, and Horizons Ellevate are used strategically to support students' skill development and engagement.

For disadvantaged students and English Learners, the goals include additional supports such as bilingual communication with families, culturally responsive practices, small-group interventions, and access to trained interventionists to close learning gaps. Technology integration is also emphasized to ensure equitable access, digital literacy, and preparation for a technology-driven workforce.

Through this comprehensive, data-driven approach, the goals ensure that all students receive instruction and support aligned to their individual needs while providing additional resources and interventions to support disadvantaged and at-risk populations, promoting academic growth, equity, and success across the whole school population.

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

The goals at Sloman Primary School are designed to meet the needs of the entire student population while providing specific supports for disadvantaged and special population students, ensuring equity and access to high-quality education for all.

For the whole school population, goals focus on improving reading fluency, reading comprehension, and math proficiency by providing high-quality Tier I, II, and III instruction. Core instruction time is protected, and data-driven interventions and enrichment opportunities are embedded within the daily schedule. Teachers receive ongoing professional development in evidence-based programs and strategies such as Open Court Reading, SPIRE, LETRS, enVision Math, AMSTI, ARI, STEM activities, and digital learning tools. Technology integration is emphasized through updated device replacement plans, staff training on district-provided programs, and

instruction on digital literacy and cybersecurity to prepare students for a technology-driven workforce. Progress is monitored through multiple assessments, including mClass, STAR Reading and Math, iReady, ACAP, ACCESS for ELs, Early Years Benchmark Assessments, and teacher-administered formative assessments, allowing instruction to be tailored to individual student needs.

For disadvantaged and special population students—including English Learners, students with disabilities, homeless students, and migrant students—goals incorporate targeted supports to address unique needs. English Learners receive individualized services determined by the EL committee, with communication and meetings conducted in multiple languages and access to translators and bilingual parent/family engagement specialists. Special education students are supported through the IEP process, providing services such as speech therapy, occupational therapy, reading and math interventions, and social-emotional supports while ensuring inclusion in general education and extracurricular activities. Homeless and migrant students receive assistance with food, clothing, shelter, transportation, healthcare, and educational needs, including summer tutoring and home visits as appropriate. Sloman Primary School's Problem Solving Team (PST) meets to monitor student progress and provide strategies and intervention supports for students who have deficits in reading, math, or age-appropriate behavior. Title I and Title III funding are strategically used to provide supplemental services, reduce duplication, and support participation in enrichment activities that enhance learning outcomes.

Through these goals, Sloman Primary School ensures that all students, including those who are disadvantaged or part of special populations, have access to the resources, instruction, and support necessary to achieve academic growth, develop essential skills, and participate fully in school and community life. This comprehensive approach aligns with the findings of the needs assessment and prioritizes equity, engagement, and individualized support for all learners.

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.

Sloman Primary School employs a comprehensive set of instructional strategies and methods designed to strengthen the academic program, increase learning time and quality, and provide a well-rounded, enriched, and accelerated curriculum for all students. These strategies align with research-based practices, data-driven instruction, and multi-sensory approaches to support diverse learners, including English Learners, students with disabilities, and other special populations.

1. Academics:

- **Data-Driven Instruction:** Student performance is regularly monitored through assessments, including mClass, STAR, iReady, enVision, SPIRE, and formative assessments. The PST team meets monthly to identify students with deficits and develop classroom strategies.
- **Research-Based Programs:** Reading instruction utilizes Open Court, Heggerty, LETRS, ARI structured literacy framework, and SPIRE. Math instruction includes enVision, iReady, and AMSTI strategies. English Learners receive additional support with Flocabulary, TEAM, Finish Line, and Open Court.
- **Intervention and Enrichment:** Daily intervention and enrichment sessions target students' lowest skill deficits in reading and math without interrupting core Tier I instruction, ensuring additional, focused learning time.

2. Literacy:

- **Individualized Instruction:** Reading achievement data informs instruction to meet students where they are, close learning gaps, and provide intensive intervention using multi-sensory approaches and ARI strategies.
- **Professional Development:** Teachers participate in meaningful professional development, mentorship programs, PLCs, and common grade-level planning to ensure quality instruction and consistent implementation of best practices.

3. Mathematics:

- **Conceptual Understanding:** Math instruction emphasizes number sense, counting collections, number talks, multisensory learning, fluency practice, and connecting math concepts to real-life applications.
- **The SPS math interventionist** provides students with additional support and helps teachers problem-solve and implement strategies.
- **Professional Development:** Teachers participate in meaningful professional development, mentorship programs, PLCs, and common grade-level planning to ensure quality instruction and consistent implementation of best practices.
- **STEM Integration:** Students participate in STEM classes taught by a highly qualified teacher, integrating math strategies with hands-on, real-world applications to enrich learning and accelerate curriculum exposure.

4. Family Engagement:

- **Communication:** Families are regularly informed through newsletters, student folders, ParentSquare messages, social media, and PowerSchool. Correspondence is available in multiple languages.

- **Events and Collaboration:** The school hosts Title I family nights, Open House, quarterly parent-teacher conferences, and Literacy Act parent nights to engage families in supporting student learning.
- **Counselor Support:** Students receive social-emotional and academic guidance through programs such as Kuder Galaxy, Peer Helper Program, PATH Curriculum, and Erin's Law.

5. Child Development:

- **P3 Grant for Kindergarten and some 1st grade classes:** Learn-through-play classrooms provide developmentally appropriate, hands-on learning experiences. P3 coaches offer professional development in social-emotional, cognitive, literacy, mathematics, science, technology, social studies, and arts instruction.

6. Technology Integration:

- **Digital Learning:** The school updates and maintains wireless infrastructure to enhance connectivity and equitable access to technology. Teachers are trained in district-provided applications, and students develop digital literacy, cybersecurity awareness, and technology skills. The school will maintain a device replacement plan to ensure equitable access to current technology.

Together, these strategies provide an enriched and accelerated curriculum by increasing instructional time, tailoring learning to individual student needs, integrating multi-sensory approaches, incorporating STEM and technology, and ensuring active family engagement. The use of research-based programs, targeted interventions, professional development, and data-driven monitoring ensures that all students receive high-quality instruction and support to maximize achievement and provide a well-rounded education.

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.)

Sloman Primary School addresses the needs of all students, particularly those at risk of not meeting challenging state academic standards, through a comprehensive set of activities designed to support academic, social-emotional, behavioral, and post-secondary readiness.

1. **Counseling and School-Based Mental Health Programs:** All students participate in large-group guidance classes aligned with the Alabama State Guidance and Counseling Plan. These classes include programs such as P.A.T.H., Kuder Galaxy, and Health Awareness, which teach coping skills, character development, health literacy, and career exploration. Students who exhibit problem behaviors are referred to the Problem Solving Team (PST). The team determines how to address the behavior problem and strategies and/or solutions for the classroom teacher. The school also partners with the Mountain Lakes Behavioral Center to provide an in-school mental health therapist and with the Marshall County Child Advocacy Center to offer child safety programs. Special Education students receive counseling from the North Alabama Counseling Center as needed. District-level support includes a Behavioral Specialist, Mental Health Coordinator, and Social Workers who provide additional services to students and families.

2. **Specialized Instructional and Support Services:** The Problem Solving Team (PST) monitors student data, including academic performance, behavior, attendance, and input from teachers and parents. Students identified as at risk receive targeted interventions tailored to their unique needs. Early intervening services involve parents in all decisions, ensuring consistent support between home and school. Special Education students receive individualized services in alignment with IDEA requirements, including supports for academic, developmental, behavioral, and functional needs through IEPs. Services may include speech, language, occupational, and physical therapy, social skills support, and reading and math interventions.

3. **Preparation for Postsecondary Education and Workforce Awareness:** Students engage in digital writing, STEM enrichment, and technology-integrated lessons to develop skills for a technology-driven workforce. Career awareness is fostered through guest speakers from various professions, helping students explore potential careers and postsecondary pathways. In guidance classes, students participate in many programs such as Kuder Galaxy, which provides a look at occupations that they could be interested in the future.

4. **Tiered Model to Address Problem Behavior and Early Intervening Services:** Sloman Primary implements a schoolwide tiered behavior model to prevent and address problem behaviors. The PST team provides early interventions for students exhibiting behavioral or social-emotional needs. When a student is referred to the PST team, strategies are put in place to address the individual needs of each student. The school follows Marshall County Schools' handbook strategies for behavior, keeping parents informed and engaged to create a consistent home-

school approach. Sloman Primary School follows the IDEA requirements and addresses all the disability-related needs of a child who is eligible for special education services, whether those needs are academic, developmental or functional, if they impact the child's educational performance. Those disability-related needs might include behavior issues.

By integrating these counseling, behavioral, academic, and enrichment strategies, Sloman Primary ensures that all students receive holistic support that addresses academic, social-emotional, and postsecondary readiness needs, while giving additional attention and resources to students at risk of not meeting state standards.

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**.

Sloman Primary School provides multiple opportunities for the most academically needy students to receive targeted support and reinforcement of academic skills beyond the regular school day through both after-school and summer programs.

1. After-School Small Group Tutoring:

- After-school tutoring sessions are offered, with priority given to second-grade students with learning deficits.
- These sessions provide explicit, intensive instruction in small group settings, allowing teachers to focus on students' individual skill gaps.
- Instruction is aligned with core academic programs and research-based strategies to reinforce foundational skills and accelerate learning.

2. Camp Marshall Summer Program:

- Camp Marshall is a summer remediation program open to academically needy students, including migrant students in grades K-8.
- The program provides intensive reading and math interventions, academic support, and enrichment activities.
- Students receive additional support, such as free lunch and transportation, to ensure accessibility.
- Teachers selected to work at Camp Marshall participate in rigorous professional development to ensure high-quality instruction and effective strategies to close achievement gaps over the summer.

- Instruction focuses on core knowledge literacy and mathematics, reinforcing learning from the school year and addressing deficits identified through assessments.

3. Targeted, Data-Driven Support:

- Students are selected for after-school and summer programs based on academic need, benchmark assessments, and progress monitoring data, ensuring that support is prioritized for those who need it most.
- These programs allow for reinforcement, remediation, and enrichment, extending learning opportunities beyond the traditional school day and helping students make measurable academic growth.

Through these strategies, Sloman Primary ensures that academically needy students receive additional, focused instructional time, targeted interventions, and enrichment opportunities, all designed to close learning gaps and accelerate academic achievement.

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.

Sloman Primary School employs a comprehensive set of procedures and strategies to address academic challenges for all student groups, ensuring equitable access to instruction, services, and support. These procedures are tailored to meet the needs of Migrant, English Learners (EL), Economically Disadvantaged, Special Education, Neglected/Delinquent, and Homeless students.

1. Migrant Students

- **Identification & Prioritization:** Students are identified through the ALSDE Employment Survey at registration. The migrant recruiter, in coordination with the state ALSDE recruiter, determines Priority I and II students based on academic need, school disruptions, and risk of failure.
- **Academic Support:** Migrant students receive supplemental educational services, including tutoring before/after school and during the Camp Marshall summer program, which provides intensive reading and math interventions.
- **Family Services:** Migrant families receive assistance to avoid social isolation and are connected to local services and agencies for food, clothing, and healthcare.
- **Extended Learning:** Frequent summer home visits provide tutoring, evaluate well-being, and prepare students for the school year.

2. English Learners (EL)

- **Identification:** EL students are identified through a Home Language Survey, available in multiple languages. Students are assessed using the WIDA Screener (Kindergarten) or WIDA Online/ACCESS 2.0. Parents are notified and invited to an EL committee placement meeting for proper placement.
- **Instruction:** EL instruction is delivered in the regular classroom, supplemented by pull-out or monitored ESL services for language acquisition. Research-based programs such as Flocabulary, TEAM, Finish Line, and portions of Open Court support learning.
- **Family Engagement:** Communication with EL families occurs in their native language via translators, bilingual specialists, and translation tools. Technology, such as Chromebooks, is used in class to bridge language gaps.
- **Extended Support:** EL students have access to Title III resources and participate in after-school or summer enrichment/remediation programs like Camp Marshall.

3. Economically Disadvantaged Students

- **Access to Programs:** These students receive priority in after-school tutoring, summer programs, and enrichment activities.
- **Basic Needs Support:** Through district partnerships and social workers, students receive school supplies, clothing, food, and healthcare to ensure non-academic barriers do not impede learning.
- **Title I Support:** Supplemental resources are provided to reinforce reading and math instruction, remove obstacles, and provide equitable access to enrichment opportunities.

4. Special Education Students

- **Inclusive & Resource-Based Instruction:** SPED students are served in regular classrooms and small resource group settings using research-based interventions like SPIRE, OG, Lexia, and iReady.
- **Individualized Support:** Students are evaluated and provided with an Individualized Education Plan (IEP) based on academic, developmental, behavioral, and functional needs.
- **Monitoring & Collaboration:** SPED students are integrated with regular programs while receiving additional services as needed, including speech, occupational therapy, and counseling. Coordination with Title I ensures no duplication and full inclusion.

5. Neglected and/or Delinquent Students

- Access to Educational Services: Students in this category receive equal educational opportunities through school-wide and Title I programs.
- Supportive Programs: Summer programs, tutoring, and targeted interventions are available to address academic deficits.
- Family and Community Collaboration: Partnerships with district liaisons and community organizations ensure that students' academic and personal needs are addressed.

6. Homeless Students

- Identification & Referral: Students are identified and referred to the district homeless liaison.
- Academic Support: Homeless students participate in school-wide programs, after-school tutoring, and summer programs like Camp Marshall.
- Basic Needs: Assistance includes shelter, food, clothing, transportation, healthcare, and personal items, ensuring that barriers to learning are minimized.
- Extended Learning Opportunities: Summer and after-school programs provide remediation and enrichment.

Cross-Group Strategies

- Data-Driven Instruction: Assessment data from STAR, mClass, iReady, WIDA, and teacher-formative assessments are used to differentiate instruction for all student groups.
- Extended Learning Opportunities: After-school tutoring, summer remediation (Camp Marshall), and targeted interventions address skill deficits.
- Parent/Family Engagement: Regular communication, multilingual resources, and involvement in decision-making ensure parents support student learning.
- Coordination Across Programs: Collaboration with district programs—including Head Start, Special Education, Migrant Program, At-Risk Program, Title I, and technology services—ensures services are effective, non-duplicative, and equitable.
- Technology Integration: Devices and software are used to support learning, bridge language barriers, and increase access to digital literacy.

Through these comprehensive strategies, Sloman Primary ensures that all student populations, especially academically at-risk and disadvantaged students, have equitable access to instruction, enrichment, support services, and opportunities to meet state academic standards and achieve academic growth.

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.

Sloman Primary School ensures that English Learner (EL) parents receive individual student academic achievement results and interpretations in a language they can understand through multiple strategies:

1. Multilingual Communication and Translation Services

- All contact and communication regarding conferences, student data, school meetings, and events are sent in English, Spanish, and other languages as needed.
- Translators are present for in-person parent conferences to facilitate clear communication between teachers and EL parents.
- The school utilizes Language Line services, purchased by the district, to provide interpretation for phone conferences, virtual meetings, and other communication with parents.

2. Parent Conferences

- Quarterly in-person conferences are conducted for all students, with translation support for non-English speaking parents.
- Teachers review student data, including reading and math assessments, formative and summative data, and other academic measures, with parents to help them understand student progress.
- Conferences also cover report card interpretation, classroom performance, and academic goals, ensuring parents can participate meaningfully in decisions about their child's learning.

3. Virtual and Alternative Meeting Options

- Zoom, Google Meet, and phone conferences are offered for parents unable to attend in person, with translation services provided during all virtual meetings.
- EL parents are guided on how to read and interpret academic reports and student progress monitoring tools to understand strengths, deficits, and interventions.

4. Parent Engagement in Decision-Making

- EL parents are actively encouraged to ask questions, provide input, and participate in the EL committee when placement, program services, or progress monitoring is discussed.

- All communication ensures parents understand English Language acquisition services, supplemental supports, and strategies used to enhance their child's learning.

5. Continuous Support

- Teachers and school administration follow up regularly with EL parents to provide updated progress reports, clarify assessment results, and ensure understanding of interventions and support programs.
- Technology, such as Chromebooks and translation apps, is used in the classroom to bridge language gaps, allowing parents to engage more effectively in discussions about their child's academic achievement.

Sloman Primary School provides EL parents with clear, understandable information about their child's academic achievement through multilingual communications, in-person and virtual conferences with translators, guidance on interpreting assessments and data, and consistent follow-up, ensuring parents can actively participate in supporting their child's education.

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

During the 2024–2025 to 2025–2026 school year, SPS experienced a high rate of teacher turnover. One first-grade unit was relocated to the Douglas Learning Center to house a primary grade-level class, resulting in the loss of a teacher at SPS. Additionally, three teachers (two in Kindergarten and one in second grade) resigned and accepted positions in nearby districts. This led to the hiring of two new Kindergarten teachers, while the second-grade unit was replaced with an additional special education teacher. Due to large class sizes in second grade, an additional unit was awarded, and the class was established in October. Moving forward, the school is prioritizing strategies to provide teachers with additional instructional and professional development time within their contracted hours, as well as fostering a positive school climate and culture to support teacher retention.

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

The experience level of full-time certified teaching personnel is an average of 13 years. Several interventionists are employed with over 40 years of teaching experience.

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

Teachers have expressed the need for additional time for planning and collaboration. In response, Sloman Primary School is prioritizing the protection of common planning time by designating two early-release days per month specifically for grade-level collaboration. This initiative is especially important given our increased enrollment, which required Kindergarten and 1st Grade to be divided into

Groups A and B—resulting in the loss of shared planning time during daily PE periods.

To further support staff, new teachers are paired with qualified mentors to ensure they receive ongoing guidance and support. Faculty meetings are scheduled only when essential information must be communicated in person, while professional development and data days are intentionally planned within contracted hours to respect teachers' time.

In addition to academic and professional supports, Sloman Primary School is also focused on fostering a positive school climate and culture. Faculty enjoy a variety of morale-building activities, including themed dress-up days, duty-free lunches, food trucks on Wednesdays, and designated time for collaboration and connection. These efforts reflect our commitment to creating a supportive and engaging environment for all staff members.

To further support staff, faculty meetings are scheduled only when essential information must be communicated in person. Professional development sessions and data days are also being scheduled within contracted hours to respect teachers' time. Additionally, a variety of morale-boosting activities are being planned to strengthen school culture and foster a positive, collaborative climate at SPS.

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

The ACIP team at Sloman Primary School conducts a comprehensive review of student performance data, including STAR Reading and Math, mCLASS assessments, ACAP results, and student grades, to identify professional development needs across the content areas. In addition to data analysis, the team collaborates directly with teachers and uses classroom observations to determine if instructional support is needed in implementing specific programs or teaching particular concepts.

SPS is committed to ensuring every teacher's success, understanding that teacher growth directly impacts student achievement. To that end, new teachers are paired with qualified mentors, and targeted support is provided through classroom walkthroughs, peer observations, and individualized professional development. P3 and Bailey Group advisors are also available and help teachers improve in their self-identified areas of weakness.

Based on identified weaknesses from STAR Reading and Math data, leadership noted a need to strengthen foundational reading and math skills. In response, teachers are being trained in Open Court Reading. The writing strategy RACES is also being incorporated. SPS also partners with AMSTI to provide training on best mathematical practices. Given the district's high population of English Learners, ELLEVATION training is required for all teachers to support differentiated instruction effectively.

ACIP walkthrough reviews generate lists of ongoing needs, which are further supported through regional and district surveys. The Regional In-Service Center and the LEA each administer surveys to instructional staff and stakeholders, with results used to guide planning for professional learning activities. Data from Educate Alabama Professional Learning Plan profiles, the Alabama Technology Plan: Climate and Culture Survey, and the new Educator Effectiveness Evaluation rubrics on Teacher and Student Indicators are also used to align professional learning priorities.

Professional development is provided monthly, with additional opportunities coordinated by the district leadership team. Title I, Title II, Title III, Title VI, and other funding sources are utilized to support both school-level and district-wide professional learning initiatives.

As part of ongoing instructional improvement, SPS is also adapting to the Standards-Based Report Card. Beginning this year, Second Grade will implement the same standards-based report card as Kindergarten and First Grade. This transition will ensure consistent expectations, alignment with state standards, and improved communication of student progress across grade levels.

Other key considerations when planning professional development include guidance from ARI, AMSTI, evolving MTSS frameworks, immigration-related instructional needs, and any state-level revisions to academic standards as they relate to our school data.

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

Sloman Primary School is committed to continuous professional learning to ensure instructional excellence and improved student outcomes. Professional development (PD) opportunities are aligned with identified data needs, district goals, and state initiatives.

Professional stakeholders participate in a wide range of high-quality trainings designed to strengthen content knowledge, pedagogy, and instructional practice. These include:

- AMSTI Math and Science Training, including Number Sense Training for all teachers to deepen conceptual understanding of mathematics and improve instructional strategies.
- SPIRE training for new employees to strengthen foundational literacy instruction and support reading intervention.
- iReady training for both reading, supporting data-driven differentiation and progress monitoring.
- Open Court Reading training to ensure effective use of adopted core curricula.

-
- ELLEVATION and WIDA Newcomers Training to assist teachers in meeting the diverse instructional needs of English Learners through differentiated instruction and language supports.
 - ACAP training to help teachers interpret data and align instruction to state assessments.
 - ParentSquare training to enhance communication and provide updates to families in their preferred language.
 - EnVision and Lalilo training for SPED teachers, focusing on differentiated intervention and adaptive learning programs.
 - Audio Enhancement Incorporated training to maximize classroom audio systems for equitable access to instruction.
 - Various training (ARI, OMI, LETRS) for new employees, as needed
 - P3 and GOLD training to strengthen early childhood education practices.

The Marshall County School System partners with The Bailey Group to provide coaching and professional development in Special Education (SPED), English Learners (EL), English Language Arts (ELA), and Math instruction. These coaches offer side-by-side teacher coaching, classroom management support, and administrative assistance to promote effective teaching and leadership.

Faculty participate in Problem-Solving Team (PST) meetings to disaggregate student data and plan differentiated instruction based on student needs. In addition, data meetings and vertical alignment meetings are being implemented this year to help teachers better understand how each grade level's standards build on one another and how the Open Court core curriculum aligns vertically from one grade to the next.

Professional development is provided regularly, including on at least one early release day monthly, and is supported by multiple funding sources, including Title I, Title II, Title III, and Title VI. These sessions are designed to meet the needs of teachers, principals, paraprofessionals, and other staff members.

Through this comprehensive professional learning plan, Sloman Primary School aims to build teacher capacity, strengthen instructional quality, and ensure that every student receives high-quality, standards-aligned instruction.

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.

Sloman Primary School implements a comprehensive mentoring and induction program designed to support new and inexperienced teachers as they develop instructional expertise and confidence in their roles. Each new teacher is assigned an experienced mentor teacher within their grade level who serves as a mentor for

both the first and second years of employment. These mentor teachers collaborate closely with mentees to guide curriculum planning, classroom management, and instructional best practices, ensuring a successful transition into the teaching profession.

New teachers participate in a variety of targeted professional learning opportunities. These sessions are designed to help teachers meet the requirements of the Alabama Literacy and Numeracy Acts and to strengthen their mastery of state content standards. Additionally, new teachers are encouraged to participate in classroom observations of experienced educators to gain practical insight into effective teaching strategies and classroom routines.

To foster collaboration and shared professional growth, teachers are provided with both common and extended planning time. This protected time is used to share ideas, co-plan lessons, review data, and address questions from new teachers.

The Marshall County School System supports beginning teachers by offering a New Teacher Orientation before the school year begins. At the school level, SPS provides ongoing instructional support through a Literacy Coach and P3 Coaches, each of whom conducts coaching cycles focused on developing strong instructional practices and student-centered learning environments.

Additionally, Sloman Primary School benefits from a partnership with The Bailey Group, which provides both instructional and leadership coaching. A Bailey Group Leadership Mentor has been assigned to the principal to provide administrative coaching, strategic leadership support, and guidance on effective school improvement practices.

Through these comprehensive mentoring and coaching activities, Sloman Primary School ensures that all teachers—especially those new to the profession—receive the support, resources, and professional development necessary to provide high-quality instruction and promote student success.

12. Describe how all professional development is “sustained and ongoing.” Professional development at Sloman Primary School is sustained, ongoing, and embedded into the daily work of teachers to ensure continuous growth and improved student outcomes. Collaboration and support occur throughout the school year, with teachers within the same grade level working together to plan, reflect, and refine instruction.

Weekly collaborative planning time is built into the schedule, allowing grade-level teams to develop functional lesson plans, review standards, and design content that meets each standard while differentiating instruction to address individual student needs. This protected time is used not only to plan instruction but also to share strategies, analyze student data, and problem-solve instructional challenges through a team approach.

New and inexperienced teachers receive additional sustained support through mentoring, side-by-side coaching, and observation opportunities. Master teachers, literacy coaches, and P3 coaches implement coaching cycles that provide ongoing, job-embedded professional development. Training opportunities are offered throughout the school year, allowing teachers to revisit and reinforce learning, apply new strategies in the classroom, and adjust instruction based on student data.

Professional development is further supported through data meetings, vertical alignment meetings, and Problem-Solving Team (PST) sessions, where teachers analyze student performance, align instruction across grade levels, and identify additional learning needs. District-level initiatives, regional in-service training, and partnership programs, such as The Bailey Group coaching, provide continuous opportunities for growth in leadership, instructional practice, and classroom management.

By integrating collaborative planning, coaching cycles, recurring training, and data-driven reflection, professional development at SPS is not a one-time event but an ongoing process designed to build teacher capacity, strengthen instructional practices, and ensure high levels of student achievement.

Sloman Primary School recognizes that students need support emotionally and academically during transition from Sloman Primary School to Douglas Elementary. SPS also realizes the need for support when transitioning from one grade level to the next grade level. The following are transition activities offered:

- SPS provides transition activities for Sloman Primary School second grade students in May of each year. A "Move-Up Day" is scheduled which coincides with the date the primary school holds their awards program. The second grade students are invited to visit Douglas Elementary School following the awards program. Students are escorted by DES Peer Helpers. Information is provided by the principal, counselor, school nurse, and 3rd grade teachers. The following are examples of information provided to the parents: student "drop-off" and "pick-up" procedures, welcome letter from the principal, attendance policy, pamphlet outlining the guidance program and medication procedures. The Kindergarten and 1st grade students are also provided with transition activities. The teachers provide basic information for the upcoming school year. Pre-K move up day is provided as well. Pre-K students are able to visit the building and meet Kindergarten teachers and see classrooms.

-PreK/Kindergarten orientation is offered for all families to come and visit their child's classroom and teacher. The teacher will provide the family with information about what to bring, drop off/pick up, student expectations and offer suggestions on how to make their child's transition smooth since most of them will be leaving home for the first time. The teachers give the students a gift that includes how to take away their "jitters" for being nervous. This orientation is throughout the day and is also offered after working hours to accommodate all families. Translator services are available for all families.

- Special Education students entering SPS are familiarized with the new environment with walk-throughs and introductions to the office staff and teachers. The special education department reviews any existing IEP and will provide the student with a "my new school" social story as well as videos of certain procedures. SPED teachers have End of the Year meetings with PreK students to help with the transition and to collaborate on the IEP. If the student is identified as EL through information gained on the Home Language Survey, he/she is recommended for EL services. The WIDA screener is given for Kindergarten (through 1st semester of 1st grade) or the WIDA Screener online (2nd semester of 1st grade and up). Records are requested or the WAPT screener is administered to verify placement. Peer Tutors are assigned to various teachers to assist other students with transition / academic needs. Prior to the beginning of school, parents and students are invited to Orientation/Open House to familiarize themselves, with the school's surroundings and meet with their teacher.

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.

Sloman Primary School recognizes the importance of supporting students both academically and emotionally as they transition between grade levels and from one school to the next. Transition activities are designed to ensure students, parents, and staff are prepared for a smooth and successful school year.

Preschool to Kindergarten Transition:

- Pre-K and Kindergarten students and their families are invited to participate in orientation activities to familiarize themselves with the classroom environment, teacher, and daily routines.
- Families receive detailed information about student expectations, drop-off and pick-up procedures, and suggestions to help ease the transition, especially for children attending school for the first time.
- Orientation sessions are offered to accommodate all families, with translator services available.
- Students are given a small gift and resources to help manage any anxiety or nervousness about the new school environment.

Entering Sloman Primary School (Special Education and New Students):

- Special Education students receive individualized support to review existing IEPs and ensure that all services and accommodations are in place at the start of the school year.
- New students receive guidance and support through assigned counseling and peer helpers, who may assist with transition to classrooms.

-
- English Learners identified through the Home Language Survey are screened to ensure proper placement in EL services.

Grade-to-Grade Transition (1st to 2nd, 2nd to 3rd, etc.):

- Teachers provide students with age-appropriate information about the upcoming grade level, including expectations, routines, and academic focus areas.
- Common planning time and collaboration among grade-level teachers allow them to share strategies for supporting students moving into higher grades.
- Data from assessments (e.g., STAR, mCLASS, iReady) is reviewed to identify students who may need additional support during the transition.

Sloman Primary School to Douglas Elementary School Transition:

- Move-Up Day is scheduled in May for second graders moving to Douglas Elementary. This event coincides with awards programs and includes tours, meetings with teachers, and information sessions for parents.
- Students are escorted by Peer Helpers, and information is shared by the principal, counselor, school nurse, and grade-level teachers regarding school procedures, attendance policies, guidance programs, and medication protocols.

Through these strategies, Sloman Primary School ensures a structured, supportive, and inclusive transition process for all students. These activities, combined with ongoing teacher collaboration, differentiated instruction, and academic and social-emotional supports, promote student confidence, engagement, and success throughout the school year.

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

(N/A for Elementary Schools)

N/A

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?

Sloman Primary School systematically evaluates the effectiveness of its schoolwide program through the analysis of multiple sources of student data, including state assessments, benchmark assessments, and formative classroom measures. Key sources of data include the Alabama Comprehensive Assessment Program (ACAP), STAR Reading and Math, mCLASS, iReady, and classroom-based assessments.

At the beginning of the year, classroom teachers, the Problem-Solving Team (PST), and school leaders analyze schoolwide and grade-level data to identify standards and skills showing deficits. Students who score Level 1 or 2 on state assessments, or who demonstrate deficits in mCLASS or iReady, are identified as at-risk. These students are further screened for specific skill gaps to guide targeted interventions. Students performing at or above grade-level proficiency are provided enrichment opportunities that deepen their understanding of state standards.

Throughout the school year, data is disaggregated and reviewed during grade-level meetings, PST meetings, and beginning-of-year data sessions. Teachers monitor student progress through formative assessments daily, adjust instruction accordingly, and submit weekly lesson plans to administration for review. Benchmark assessments, such as STAR, are administered three times a year to track progress, with special attention given to students furthest from meeting state standards. Groups for intervention and enrichment are flexibly organized based on ongoing data analysis, ensuring that instruction is tailored to student needs.

The school also incorporates positive behavior supports, tracking behavioral data to reinforce a positive learning environment.

Instructional programming aligns with district-adopted curricula, including Open Court Reading and enVision Math, with additional supports from Orton-Gillingham, Heggerty, ELS, Reflex, and STAR Reading.

Through this multi-tiered, data-driven approach, Sloman Primary School continuously evaluates student achievement and the effectiveness of its schoolwide program, with a targeted goal of increasing reading and math achievement annually. The use of multiple assessment tools allows leadership and teachers to identify areas of growth, monitor progress, and adjust instruction to ensure all students meet or exceed state standards.

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?

Sloman Primary School uses a comprehensive, data-driven process to determine the effectiveness of its schoolwide program in improving achievement for students who are furthest from meeting state standards. Multiple forms of data—both

quantitative and qualitative—are analyzed to assess student growth, instructional effectiveness, and the impact of interventions.

The Problem-Solving Team (PST), composed of classroom teachers, EL teachers, special education teachers, the counselor, reading coach, and principal, meets monthly to evaluate student progress. Data sources include iReady, mCLASS, STAR, standards-based report cards, and classroom performance. The PST team reviews individual student data to pinpoint each student’s lowest deficit skill and evaluates whether the strategies and interventions in place are effectively addressing those needs.

If progress is not observed, the team collaborates to adjust instructional strategies, interventions, or grouping structures to better meet the student’s needs. Tiered instruction is continuously evaluated for its effectiveness based on measurable progress. Teachers monitor learning daily through formative assessments during whole-group and small-group instruction and use this ongoing feedback to make real-time instructional adjustments.

Students identified as at-risk due to academic deficits or language barriers receive additional support through targeted interventions, EL services, or referrals to the EL Committee for further accommodations. When warranted, the PST may also refer students for special education evaluation to ensure all supports are considered.

To strengthen instruction for struggling students, teachers utilize Open Court Reading as the core curriculum, with supplemental use of Orton-Gillingham (OG), Heggerty, and SPIRE as supplemental programs. These resources are intentionally selected to address specific skill gaps identified through data. The use of benchmark assessments (STAR three times per year), along with ongoing progress monitoring in mCLASS and iReady, allows the PST to measure student growth and evaluate whether targeted supports are moving students closer to proficiency.

In addition, data meetings, collaborative planning, and vertical alignment meetings provide opportunities for teachers to analyze trends across grade levels and ensure that instruction and interventions build upon one another effectively.

The schoolwide program is considered effective when data indicate that the number of students scoring in Levels 3 and 4 on the ACAP and meeting grade-level benchmarks in STAR, mCLASS, and iReady increases, while the number of students identified as at-risk decreases.

Through continuous monitoring, instructional adjustment, and collaboration among teachers and specialists, Sloman Primary School ensures that students furthest from achieving standards receive the individualized support necessary to make sustained academic growth and close learning gaps.

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?

Sloman Primary School follows a systematic, data-driven process to evaluate and revise its Schoolwide Plan (ACIP) to ensure continuous improvement for all students. The Schoolwide Leadership Team, consisting of the principal, assistant principal, school counselor, one teacher from each grade level, a special education teacher, and an EL teacher, meets periodically throughout the year to review progress toward the established schoolwide goals.

Evaluation of the schoolwide program is conducted through an ongoing cycle of data collection, analysis, and reflection. The Leadership Team reviews multiple data sources, including state assessments (ACAP), STAR, mCLASS, iReady, classroom assessments, Educate Alabama, School Incident Reports, and parent and staff surveys. Classroom observations, walkthroughs, and teacher feedback also inform the evaluation process.

Each year, during August and September, the Leadership Team and school staff analyze the most recent data to identify areas of strength and need. This comprehensive review includes input from faculty, staff, and parents. Based on the findings, the team drafts revisions to the ACIP that incorporate strategies for instructional improvement, targeted professional development, and prioritized budget allocations.

Committees at Sloman Primary School are formed through a combination of appointment and volunteer participation, ensuring representation from all stakeholder groups. The Leadership Team assumes primary responsibility for developing, monitoring, and revising the ACIP, with additional input gathered during faculty meetings, data meetings, and parent engagement sessions.

Throughout the school year, progress toward ACIP goals is monitored through ongoing data reviews, classroom walkthroughs, and stakeholder feedback. If data indicate that benchmarks are not being met, the Leadership Team makes midyear revisions to the plan to ensure strategies remain responsive to student needs.

Title I funds are allocated based on the greatest areas of need, as determined by data analysis and feedback collected through staff and parent surveys. The budget and any programmatic changes are shared transparently with faculty and staff to maintain alignment with the school's overall improvement goals.

This cyclical process of evaluation, reflection, and revision ensures that Sloman Primary School's Schoolwide Program remains a living document—responsive to student data, teacher needs, and community input—and continuously drives improvement in student achievement and instructional quality.

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.

Sloman Primary School coordinates and integrates a variety of state, federal, and local programs to ensure that all available resources are effectively aligned toward achieving the schoolwide goals of improving academic performance, increasing student engagement, and supporting the whole child. Collaboration between the school, district departments, and community agencies ensures that all students—especially those most at risk—receive the necessary academic, behavioral, emotional, and social supports to succeed.

Federal Programs

- Title I, Part A – Improving the Academic Achievement of the Disadvantaged Provides funding for supplemental instructional programs, after-school tutoring, classroom resources, and family engagement activities. Title I funds are utilized based on identified needs determined through data analysis and staff/parent surveys.
- Title II, Part A – Supporting Effective Instruction Coordinates with the district's Professional Learning Program to provide high-quality professional development for teachers and leaders. Professional learning is ongoing, sustained, and aligned with the goals identified in the ACIP.
- Title III – English Language Acquisition (EL) Supports English Learners by providing translation services, instructional support, and parent communication in the home language. EL teachers collaborate with classroom teachers to design and implement instructional strategies that support language acquisition and academic success.
- Title IV, Part A – Student Support and Academic Enrichment Enhances programs that promote well-rounded education, safe and healthy schools, and technology integration.
- McKinney-Vento Homeless Education Program ensures that students identified as homeless receive equitable access to educational opportunities and resources such as tutoring, supplies, and health services.
- IDEA – Individuals with Disabilities Education Act provides services and support for students with disabilities, including academic, behavioral, and speech therapy services. Special education teachers collaborate closely with general education teachers to provide accommodations and differentiated instruction.

State and Local Programs

- At-Risk Program provides academic and behavioral interventions for students demonstrating risk factors that hinder success. Referrals are made through the PST process, and progress is monitored using multiple data sources.

- Migrant Education Program provides supplemental educational and support services, including medical and academic assistance, clothing, and referrals to community agencies for qualifying families.
- Marshall County Child Nutrition Program ensures that all students receive healthy meals through school breakfast and lunch programs. Collaboration between Child Nutrition staff and the school supports initiatives for health and wellness.
- Marshall County Counseling and Guidance Services provide social-emotional learning lessons, small-group interventions, and individual support. Coordination with community resources ensures that families receive mental health and counseling services when needed.
- Marshall County Technology Department works closely with school and district staff to ensure technology integration across the curriculum. This includes supporting the implementation of instructional technology tools such as iReady, mClass, STAR, and various other applications. In addition, the department provides integration and support of our communication program, ParentSquare, ensuring school staff can communicate easily and quickly with parents in their preferred language.
- Marshall County Special Education Department provides vision, hearing, speech, and academic screening, as well as direct services to students who qualify. In addition, the department ensures that Individualized Education Programs (IEPs) are implemented effectively from the first day of school.

Academic and Instructional Programs

Sloman Primary School uses multiple academic programs to support data-driven instruction and targeted intervention:

- mCLASS and iReady serve as benchmark assessments administered three times annually, with progress monitoring occurring monthly for Tier I students and biweekly for Tier II and III students.
- Open Court Reading and STAR Reading support literacy development.
- enVision Math and MagmaMath strengthen mathematical understanding through differentiated practice and intervention.

Coordination and Integration of Resources

All programs and resources are strategically aligned through regular collaboration among classroom teachers, EL staff, special education teachers, the counselor, the reading coach, and administrators. Monthly PST meetings ensure that interventions and supports are adjusted based on student data. The Schoolwide Leadership Team meets throughout the year to review progress toward ACIP goals and make revisions as necessary.

The Marshall County Board of Education facilitates coordination across departments to maintain compliance with state and federal guidelines while ensuring that fiscal and instructional goals are aligned. Communication and collaboration with all stakeholders—including parents, teachers, and community partners—ensure that resources are used efficiently and effectively to maximize student success.

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).

Robert D. Sloman Primary School (SPS) coordinates and integrates multiple federal, state, and local programs and services to ensure that all students, including those most at risk, receive comprehensive academic, behavioral, and social-emotional support to achieve the schoolwide goals outlined in the ACIP. These coordinated efforts are designed to create a safe, healthy, and inclusive learning environment that promotes academic success for all students from Pre-K through second grade.

1. Violence Prevention and School Safety Programs

Sloman Primary emphasizes teaching and reinforcing positive behavior expectations. Teachers model and reward appropriate behaviors, and positive reinforcement strategies are used consistently to maintain a safe, respectful learning environment. The counselor provides classroom lessons on conflict resolution, empathy, and social-emotional learning, while small-group interventions are offered for students who need additional support. When necessary, the school partners with Marshall County Counseling Services and other local agencies to ensure students and families receive behavioral and mental health support.

Monthly PST meetings include behavior data review, allowing the team to identify patterns and provide interventions early. All staff participate in annual safety training on crisis response, mandated reporting, and classroom management strategies aligned with district policies.

2. Nutrition Programs

SPS collaborates closely with the Marshall County Child Nutrition Program to provide nutritious meals and promote healthy lifestyles. All students receive breakfast and lunch daily, and meals meet or exceed USDA nutritional guidelines. Teachers incorporate nutrition awareness into lessons, working with the food service director to educate students on making healthy food choices. The school also supports classroom initiatives related to healthy eating and physical wellness, promoting the connection between nutrition and learning readiness.

3. Housing and Homeless Support Services

The school works in coordination with the McKinney-Vento Homeless Education Program to identify and support students experiencing homelessness. The program ensures equitable access to education and provides essential services such as tutoring, school supplies, health care referrals, transportation assistance, and family support resources. The school counselor and principal serve as liaisons to the district coordinator, ensuring communication with families and connecting them with community organizations that provide additional housing and social service support.

4. Head Start and Early Childhood Coordination

Sloman Primary has an Alabama First Class Pre-K program and assists with the transition of students to Kindergarten. Teachers and administrators share student readiness information, instructional expectations, and social-emotional supports to ensure continuity in early childhood education. The Pre-K program at SPS aligns with the Alabama First Class Pre-K Standards and utilizes MyTeachingStrategies and P3 assessment tools as required by the state. The principal, Pre-K teachers, and P3 coaches attend annual state-provided training to ensure program quality and compliance. Families participate in Pre-K/Kindergarten orientation and transition activities before the school year begins, with translator services available for non-English-speaking families.

5. Adult Education and Family Engagement

While SPS does not directly provide adult education programs, the school collaborates with the Marshall County Adult Education Center to share information and resources with families interested in continuing education, literacy classes, or workforce development programs. Parent involvement is prioritized through parent-teacher conferences, family literacy nights, open house events, and school communication platforms. These efforts help strengthen the home-school connection and empower parents to support their child's academic success.

6. Coordination with Career and Technical Education (CTE) Programs

Although CTE programs are not part of the primary-level curriculum, SPS supports early career awareness and foundational skill development through hands-on learning, STEM activities, and literacy-rich instruction that builds critical thinking and problem-solving skills. The school also collaborates with district-level instructional coaches to ensure that students develop early numeracy and literacy skills that serve as the foundation for later participation in CTE and academic programs at higher grade levels.

7. Comprehensive and Targeted Support and Improvement Activities (CSI/TSI)

Sloman Primary participates in the district's continuous improvement process through the Alabama Continuous Improvement Plan (ACIP). The Schoolwide Leadership Team, consisting of administrators, teachers, counselors, and specialists, meets regularly to analyze data from mClass, iReady, STAR, and ACAP to monitor student progress and evaluate the effectiveness of current instructional strategies. Adjustments are made based on the data to ensure all students—especially those furthest from proficiency—are receiving appropriate interventions.

Professional learning, instructional resources, and funding allocations are directly tied to ACIP goals to ensure sustained progress toward meeting state standards and closing achievement gaps.

8. Integration of Instructional and Support Programs

Instruction is guided by the Alabama State Course of Study and supported by district pacing guides, Open Court Reading, enVision Math, SPIRE, and mClass/iReady assessments. The English Learner (EL) Committee provides accommodations and uses the ESL TEAM Toolkit to promote English language acquisition. Students with disabilities receive services in alignment with their IEPs, and interventions are implemented through the PST process. A full-time Reading Coach supports teachers through coaching cycles and modeling effective instructional strategies, ensuring that all professional development is sustained, ongoing, and aligned with schoolwide goals.

Through strategic coordination of federal, state, and local programs, Robert D. Sloman Primary School ensures that all students—regardless of background or circumstance—receive the academic, behavioral, nutritional, and emotional support necessary to thrive. This integrated approach allows SPS to maintain a safe, healthy, and academically rigorous environment, ensuring that every child is equipped for future success.

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

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))

Robert D. Sloman Primary School holds an Annual Title I Parent Meeting each fall to inform parents and guardians of the school's participation in the Title I program, explain Title I requirements, and outline their rights to be actively involved in their child's education.

To ensure maximum parent participation, notification of this meeting is disseminated through multiple communication channels, in English and Spanish. A translator is present at the meeting to assist Spanish-speaking families in understanding all information and participating fully in discussions.

During the meeting, school administrators and staff review:

- The school's Title I status and program purpose.
- The rights of parents and guardians to be involved in planning, reviewing, and improving Title I programs.
- The 1% parental involvement set-aside requirement, including how these funds are allocated to support family engagement at both the school and district levels.
- How Title I funds are utilized to support student achievement, including funding for interventionists, supplemental instructional materials, and parent engagement activities.

Parents are encouraged to ask questions, provide input, and share feedback about how Title I funds are used to best support students. Input gathered during this meeting, along with feedback from annual Parent Needs and Evaluation Surveys, informs revisions to the school's Title I Schoolwide Plan and Parent and Family Engagement Plan.

The Marshall County School System further supports this process by involving parents in the joint development of the LEA Parental Involvement Plan and the System-Wide Advisory Council, ensuring that parent perspectives are included at both the school and district levels.

Through this collaborative approach, Sloman Primary fosters a shared responsibility between the school and families to ensure every student's academic success.

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.

Robert D. Sloman Primary School provides a flexible and accessible schedule of parent meetings and engagement activities to ensure that all families have the opportunity to participate in their child's education. Meetings and activities are offered at various times throughout the year, as well as on early dismissal and eLearning days, to accommodate differing family schedules.

Parents are encouraged to provide input on the school's Continuous Improvement Plan (CIP) and other Title I initiatives. A parent representative serves on the Title I Committee, and all parents are invited to give feedback, ask questions, and offer suggestions during meetings. Virtual meeting options and conference calls are also available for parents who cannot attend in person, ensuring that lack of transportation is not a barrier to participation.

To further support parent engagement, Title I funds are used to provide:

- Child care and play stations during in-person meetings, allowing parents to attend without concern for supervising younger children.
- Virtual conferencing options for families unable to travel to the school.
- Home visits by administration, SROs, or social workers as needed to connect with families and provide information or resources.
- Frequent communication through ParentSquare, including newsletters in English and Spanish, and Parental Education opportunities to reinforce students' curriculum at home.

Through these efforts, Sloman Primary demonstrates a strong commitment to equitable access, meaningful participation, and collaboration with families, in alignment with Title I parental involvement requirements.

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).

Parent Involvement in Planning, Review, and Improvement of the Title I Program

Robert D. Sloman Primary School actively involves parents, guardians, and community members in the planning, review, and continuous improvement of the Title I program. The school ensures that all parents have opportunities to participate in decision-making regarding the development and evaluation of the school's Title I initiatives.

Parents are involved through multiple avenues:

1. Title I Committee Membership – Parents are invited to serve on the school's Title I Committee, where they provide input on the Continuous Improvement Plan (CIP), the Parental Involvement Plan, and other Title I initiatives. Volunteer

committee members, including parents and community leaders, are present at all meetings and are encouraged to share feedback and suggestions.

2. System-Wide Advisory Council Participation – Parents serve on the Marshall County Schools System-Wide Advisory Council, which is integral to the development of the LEA Title I Plan, including the Parental Involvement Plan. Their perspectives help shape district- and school-level Title I programs.
3. Parent Needs/Evaluation Surveys – Surveys are administered in the fall or spring to gather input about the effectiveness of Title I programs and parental involvement activities. Survey results, along with other data from the comprehensive needs assessment, inform improvements to both school and district-level initiatives.
4. Open Communication and Feedback – Parents are encouraged to provide suggestions and concerns throughout the year via telephone, in-person meetings, or written communication. An open-door policy ensures that all parents feel welcome to participate in ongoing decision-making.
5. Annual Title I Meetings – At the annual meeting, parents receive information about the school’s participation in Title I, how funds are used, and their rights as parents. Parents are invited to ask questions, provide feedback, and participate in discussions that guide the program’s implementation.

Through these structured opportunities, as well as ongoing informal communication, Sloman Primary ensures that parents play an active and meaningful role in shaping Title I programs, providing feedback for improvement, and supporting student achievement. This approach fosters shared responsibility between the school and families, ensuring that all decisions are made with the best interests of students in mind.

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

Use of Title I Parental Involvement Funds

Robert D. Sloman Primary School allocates Title I parental involvement funds to support activities and resources that promote meaningful family engagement and reinforce student learning. Funds are used in the following ways:

1. Newsletters and Communication Folders – Information about school events, academic updates, and strategies to support student learning at home is shared with parents through newsletters and communication folders. These materials are provided in English and Spanish to ensure accessibility for all families.
2. Parent Meetings and Education Sessions – Funds support in-person and virtual meetings, workshops, and educational sessions that help parents understand the curriculum, instructional strategies, and ways to reinforce learning at home. Meetings are scheduled at various times, including mornings, evenings,

early dismissal days, and eLearning days, to accommodate parent schedules. Childcare and virtual conferencing options may be provided to remove barriers to participation.

3. Additional Family Engagement Activities – Funds are also used to support interactive parent engagement events, social media collaborations, and other activities that foster meaningful collaboration between the school and families.

By strategically using Title I parental involvement funds, Sloman Primary ensures that all parents have the tools, resources, and opportunities to actively support their child's academic success, aligning with the school's goal of improving student achievement and promoting strong home-school partnerships.

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))

Robert D. Sloman Primary School ensures that parents and guardians of participating children receive timely, clear, and accessible information about Title I programs, curriculum, academic assessments, and achievement expectations. Communication is provided in a uniform format and, to the extent practicable, in the parents' primary language, with special attention given to English Learner (EL) families.

Methods of Communication:

- Digital Platforms: ParentSquare messages, teacher newsletters, school website updates, and social media posts (Facebook) provide timely information about school programs, events, and student learning.
- Printed Materials: Flyers, monthly calendars of events, posters, and printed notices are distributed in English and Spanish.
- Oral Communication and Translation: A translator is located on campus to assist families with understanding paperwork, parent-teacher conferences, telephone conversations, and other communications.
- Parent-Focused Events: Information is shared during Family Reading Night, Title I Parent Night, grade-level meetings, and parent-teacher conferences, where parents can learn about the curriculum, assessment tools, and achievement standards.

- State and District Resources: Parents have access to assessment data through home reports, providing transparency regarding academic expectations and student performance.

Curriculum and Assessment Information:

Parents are provided explanations of the curriculum in use, including Open Court Reading, enVision Math, SPIRE, and other supplemental programs. Assessment practices, such as STAR, mClass, iReady, classroom assessments, and standards-based report cards, are explained so parents understand how student progress is measured and how achievement expectations are determined.

Opportunities for Parent Involvement:

Parents are offered opportunities to formulate suggestions and participate in decisions related to their child's education. These opportunities include:

- Attendance at Title I Committee meetings and the System-Wide Advisory Council.
- Participation in Parent Needs/Evaluation Surveys.
- Virtual and in-person meetings are scheduled at various times of the day, including mornings, evenings, early dismissal, and eLearning days.
- Childcare and virtual conferencing are considered as options to facilitate attendance.
- Home visits are conducted by administration, SROs, and social workers when needed.

Through these strategies, Sloman Primary ensures that all parents have access to timely, understandable information, are informed of their child's academic progress, and can actively participate in supporting and improving student achievement, in full compliance with Title I requirements.

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))

Robert D. Sloman Primary School ensures that parents, school staff, and students share responsibility for improving academic achievement for all Title I participants through a collaboratively developed School-Parent Compact.

Development and Review:

- Each year, the compact is jointly developed with input from parents, teachers, administrators, and the Title I Parental Advisory Council to ensure it reflects shared expectations and strategies for student success.

- The compact is reviewed and updated annually to address the evolving needs of students, families, and the school.

Distribution and Signatures:

- The compact is provided in the annual student registration process.
- Parents, students, and teachers review and sign the compact, affirming their commitment to a partnership that supports the student's academic growth.
- Copies of the compact are maintained in the enrollment portal.

Roles and Responsibilities:

- Parents/Guardians commit to supporting learning at home, monitoring attendance and homework, and participating in school-based activities and meetings.
- Students commit to taking responsibility for their learning by actively participating in class, completing assignments, and striving to meet the standards outlined in the curriculum.
- School Staff (teachers, principals, assistant principals, and reading coaches) commit to providing high-quality instruction aligned to the Alabama State Courses of Study, maintaining regular communication with parents, and offering academic support tailored to each student's needs.

Communication and Engagement:

- Parents receive information about Title I programs, curriculum, assessments, and achievement expectations during the Annual Title I Parent Meeting and throughout the year via newsletters, ParentSquare messages, Family Nights, and conferences.
- Opportunities for regular meetings are provided so parents can give input, ask questions, and participate in decisions regarding their child's education.
- The school fosters a welcoming and non-threatening climate where parents feel empowered to collaborate with staff and advocate for their children.

Through this compact, Sloman Primary creates a partnership framework that clearly outlines the shared responsibilities of students, parents, and staff, reinforcing the commitment of all stakeholders to improve student academic achievement.

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

Robert D. Sloman Primary School provides multiple avenues for parents and guardians to submit comments or express dissatisfaction regarding the school's Continuous Improvement Plan (CIP).

1. Open Invitation for Feedback:

- All parents and guardians are invited to provide comments at any time to help improve the CIP.
- Feedback may be submitted directly to the school, the Marshall County Board of Education, or the Alabama State Board of Education.

2. Local Administrator Response:

- Upon receiving a comment or concern, the school administrator reviews and addresses the issue.
- If the concern exceeds the authority or scope of the local administrator, it is escalated to the Federal Programs Supervisor.

3. Collaborative Resolution:

- The Federal Programs Supervisor, school administrator, and parents/guardians schedule a meeting at an agreed-upon time to discuss the concern.
- The purpose of the meeting is to review the comments, clarify concerns, and reach a consensus about the content of the school's Continuous Improvement Plan.

Through this process, Sloman Primary ensures that parents have meaningful opportunities to provide input and seek resolution, fostering transparency, accountability, and active parent involvement in school improvement efforts.

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.

Robert D. Sloman Primary School (SPS) and the Marshall County School System are committed to building the capacity of parents and families to be equal partners in their children's education. Through a combination of training, resources, and meaningful engagement opportunities, SPS ensures parents have the knowledge, skills, and confidence to actively support their child's academic achievement.

1. Providing Materials and Training to Support Student Achievement

- SPS provides resources and training to assist parents in supporting their children academically. This includes:
 - Literacy training and strategies to reinforce reading at home.
 - Guidance in monitoring homework, assignments, and study habits.
 - Training on using technology tools, including Clever Messaging and ParentSquare, to communicate and track student progress.
 - Assistance in understanding state academic content standards, student achievement standards, and the state and local assessments, including alternate assessments.
- Parents receive timely information and explanations of assessment results prior to and after testing, enabling meaningful discussions and support of their child's learning.

2. Encouraging Parents to Become Equal Partners

- SPS actively encourages parental participation in school decision-making by:
 - Inviting parents to serve on the Parent Teacher Organization (PTO), Title I Committee, and Federal Programs Advisory Council.
 - Conducting annual and periodic meetings, including Title I Parent Meetings, Open House, Family Reading Nights, STEM Challenge Nights, Awards Day, and Move-Up Day.
 - Allowing parents to provide input on the Continuous Improvement Plan (CIP) at any time.
 - Ensuring parents can communicate suggestions, questions, or concerns via telephone, email, in-person meetings, or in writing, and addressing concerns collaboratively with school administrators and, when needed, the Federal Programs Supervisor.

3. Communication and Information Sharing

- SPS maintains regular, two-way, and meaningful communication with parents to keep them informed about policies, programs, and school planning:
 - Newsletters, flyers, monthly calendars, and information in multiple languages.

- Digital communication via ParentSquare, the school website, and social media.
- School marquee announcements and community banners.
- Provision of translators and translated materials to accommodate families' primary languages, including English Language Learners (EL).
- Parents are informed about the curriculum in use, assessment tools, and achievement expectations, as well as opportunities to participate in decision-making regarding their child's education.

4. Parent Education and In-Service Programs

- Marshall County Schools and SPS provide in-service and professional learning programs to build parent capacity, including:
 - Understanding the Alabama State Courses of Study and academic standards.
 - Interpreting student assessments, including STAR, mClass, iReady, and state assessments (ACAP).
 - Strategies to support learning at home, including tutoring skills and reinforcement of literacy and math concepts.
 - Training on using technology to monitor and support student learning.
- Parent education opportunities are communicated in the preferred language.

5. Supporting School Staff to Engage Parents

- Teachers, principals, pupil services personnel, and other staff receive professional learning on:
 - Effective communication with parents and establishing parents as equal partners.
 - Respectful and productive family engagement strategies.
 - Coordination of parental involvement programs and activities, including leveraging parent strengths, cultural knowledge, and contextual understanding to support student learning.

6. Coordinating with Community Programs

- SPS and Marshall County Schools coordinate parental involvement activities with:
 - Parents as Teachers, public preschool programs, and other early childhood initiatives.

- Parent Resource Centers and community-based organizations to provide additional support, materials, and opportunities for parental engagement.
- Agencies and programs supporting EL, migrant, and homeless families to ensure all parents can participate fully.

7. Ongoing Engagement and Flexibility

- Meetings and activities are offered at varied times, including mornings, evenings, early dismissal days, and eLearning days, to maximize parental participation.
- SPS provides virtual opportunities and home visits as needed to remove barriers to engagement.

Through comprehensive communication, training, engagement opportunities, and collaboration with community programs, Sloman Primary School builds the capacity of parents to be informed, confident, and active partners in their child's education. By fostering shared responsibility among parents, students, and school staff, SPS ensures a strong home-school partnership that directly supports student academic achievement and the goals of the schoolwide program.

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.

Robert D. Sloman Primary School (SPS) recognizes that parents play an integral role in student learning and achievement. The school is committed to building the capacity of parents and families to be informed, confident, and equal partners in their child's education. Through a combination of training, communication, and engagement strategies, SPS ensures that parents understand their role and have the resources to actively support their children's academic success.

1. Educating Parents and Guardians

- SPS provides information and training opportunities for parents to help them support student learning, including:
 - Open House and Assessment Information Nights, where parents are informed about assessment types, procedures, interpretation of data, and achievement expectations.
 - Family Reading and STEM Nights, Awards Day, Move-Up Day, and other school events that actively involve parents in learning activities.
 - Materials, newsletters, informational centers, and communications in multiple languages to ensure accessibility for all families.
 - Guidance on using technology tools, such as ParentSquare, Class Dojo, and Clever Messaging, to monitor student progress and communicate with teachers.

2. Encouraging Parents as Equal Partners

- SPS actively encourages parental involvement in school decision-making and program development:
 - Parents are invited to serve on the Parent Teacher Organization (PTO), Title I Committee, and Federal Programs Advisory Council.
 - Parents participate in reviewing and updating the Continuous Improvement Plan (CIP) and the School-Parent Compact, which are developed collaboratively with input from parents, teachers, and administrators.
 - Parents are empowered to provide feedback, suggestions, or concerns at any time via phone, email, in-person meetings, or written communication.

3. Educating and Supporting School Staff

- SPS provides professional learning to all faculty and staff on effectively partnering with parents:
 - Teachers, office personnel, and other school staff are trained in the value and utility of parents' contributions and in strategies to reach out, communicate, and work with parents as equal partners.
 - Staff are trained to explain assessment data and student progress in a way that is understandable to parents and guardians.
 - Faculty and staff are encouraged to use professional vocabulary, maintain respectful communication, and embrace cultural and linguistic differences when interacting with families.

- Training occurs during PST and data meetings, faculty professional development sessions, and ongoing in-service programs.

4. Coordinating Programs and Building Partnerships

- SPS coordinates parental involvement activities with community programs and federal initiatives to ensure broad support:
 - Activities include Parents as Teachers, public preschool programs, and early childhood initiatives.
 - Specific accommodations and outreach are provided for families of EL, migrant, and homeless students, including translation services and bilingual communications.

5. Flexible Opportunities for Participation

- Meetings and activities are scheduled at different times (mornings, evenings, early dismissal days, and eLearning days) to maximize parent participation.
- Services to reduce barriers and ensure families can participate fully.
- Virtual options are offered for parents who cannot attend in person, ensuring equitable access for all families.

6. Sustaining Engagement and Collaboration

- SPS emphasizes ongoing communication and collaboration with parents:
 - Timely information about curriculum, assessments, student progress, and programs is shared through newsletters, websites, social media, ParentSquare, flyers, and school marquee announcements.
 - Parents are given opportunities to request regular meetings to discuss and make suggestions regarding their child's education.
 - Annual and quarterly events, parent-teacher conferences, and structured engagement nights ensure that parents are consistently involved throughout the school year.

Robert D. Sloman Primary School builds capacity for parental involvement by providing parents with information, training, and resources, educating staff to work collaboratively with families, creating multiple avenues for participation, and coordinating with community and federal programs. These efforts foster partnerships between parents, students, and school staff, ensuring that parents are equal partners in supporting academic achievement and helping students reach the schoolwide goals.

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.

Sloman Primary School is committed to fostering a strong partnership between parents, teachers, students, and the community to improve student academic achievement. To build capacity for parental involvement and encourage parents to become equal partners in their child's education, the school implements a variety of strategies and programs:

1. Promoting Positive Relationships and Active Engagement

- The school strives to maintain a supportive environment that enhances student learning and well-being by promoting active parent involvement at home and at school.
- Parents are encouraged to participate in school programs, classroom activities, and special events such as STEM Challenge Night, Robotics Night, Family Reading Night, Open House, Awards Day, and Move-Up Day.
- Parents are recognized for their contributions through volunteer opportunities and special acknowledgments, fostering a sense of shared responsibility for student success.

2. Providing Information and Training

- Parents receive Home-School Connection letters, newsletters, and access to digital platforms to support learning at home.
- Literacy training, tutoring support, and technology resources are provided to help parents work effectively with their children.
- Parent education sessions are offered in collaboration with federal programs and local schools, with notifications sent via newsletters, websites, radio, flyers, and social media in parents' primary languages.

3. Engaging Parents in Academic Understanding

- Assistance and in-service programs are provided to help parents understand:
 - The state’s academic content and student achievement standards
 - Local and state academic assessments, including alternate assessments
 - Title I requirements
 - How to monitor their child’s progress and work with educators
- Parents are guided on interpreting assessment results and engaging in meaningful conferences with teachers.

4. Educating School Staff

- Teachers, principals, office personnel, and other school staff are trained to communicate effectively with parents, value their contributions, and build productive partnerships.
- Staff participate in professional development on conducting parent-teacher conferences, using respectful communication strategies, and understanding the cultural and contextual knowledge of families.

5. Coordinating with Other Programs and Resources

- To the extent feasible and appropriate, parental involvement programs are coordinated with other federal programs, public preschools, and community initiatives.

Through these initiatives, Sloman Primary ensures that parents are well-informed, trained, and actively involved as equal partners in their child’s education, strengthening the connection between home, school, and community to improve academic achievement.

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.

Sloman Primary School (SPS) is committed to fostering a strong partnership among the school, parents, and the community to improve student academic achievement. The school recognizes that parents are integral partners in their child's education and actively works to provide opportunities, resources, and training to empower parents as equal partners in supporting learning.

1. Encouraging Parental Engagement and Equal Partnership

- Parents are actively involved in school decision-making through participation in:
 - Parent Teacher Organization (PTO)
 - Title I Committee
 - Federal Programs Advisory Council
 - Continuous Improvement Plan (CIP) and School-Parent Compact review
- Parents are encouraged to provide feedback, suggestions, and concerns at any time via phone, email, in-person meetings, or written communication.
- Parents are provided opportunities to observe classroom instruction, student performances, STEM Challenge Night, Robotics Night, and other events to witness their child's academic growth and leadership skills.

2. Providing Information, Training, and Resources to Parents

- SPS provides a wide variety of resources and training to ensure parents can support student learning:
 - Access to learning platforms for home monitoring of academic progress.
 - Family Literacy and STEM events, Assessment Information Nights, Family Reading Night, Awards Day, and Move-Up Day.
 - Materials and newsletters in multiple languages, a translator on campus, and communications via ParentSquare, websites, and social media.
 - Free Little Library Boxes

3. Educating Parents on Curriculum, Standards, and Assessments

- Parents are informed about:
 - The state's academic content standards and achievement expectations.
 - State and local assessments, including alternate assessments, and the interpretation of student data.

- Title I requirements and how Title I funds are used to support student learning.
 - Parents receive guidance on monitoring student progress, assisting with homework, and providing support at home.
4. Training School Staff to Partner with Parents
- SPS provides professional learning for teachers, office personnel, and staff on:
 - Effectively communicating with parents as equal partners.
 - Explaining assessment results and student progress in understandable terms.
 - Building respectful and productive relationships with families.
 - Creating a resource inventory to identify strengths, skills, and cultural knowledge of parents and staff.
5. Coordinating and Integrating Programs
- To maximize parental involvement, SPS coordinates parent engagement activities with:
 - Federal programs, including Title I and other initiatives.
 - Parents as Teachers and public preschool programs.
 - Parent resource centers and community agencies providing educational materials, support, and opportunities for parent participation.
 - Events, training, and programs are scheduled flexibly at different times and formats to meet parents' needs, including virtual options, childcare, transportation, and home visits when appropriate.
6. Sustaining Engagement and Continuous Improvement
- SPS encourages ongoing parent participation through:
 - Timely communication about events, assessments, and curriculum.
 - Regular parent-teacher conferences and meetings to discuss student progress.
 - Recognition of parent volunteers and celebration of parent contributions to school programs.

Sloman Primary School builds capacity for parental involvement by educating parents, providing resources, creating multiple avenues for participation, training school staff, and coordinating with community and federal programs. Through these efforts, parents are empowered to be equal partners in their children's

education, actively supporting student learning at home and in school, and contributing to the achievement of the schoolwide goals.

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.

Sloman Primary School is committed to ensuring the effective involvement of parents and fostering a strong partnership among the school, parents, and the community to improve student academic achievement. The school recognizes that parents are essential partners in their child's education and provides opportunities, training, and resources to empower parents to participate meaningfully in school programs and decisions.

To build capacity for parental involvement, Sloman Primary School will:

1. Educate and Empower Parents

- Provide parents with information and training to understand:
 - The state's academic content standards
 - The state's student academic achievement standards
 - State and local academic assessments, including alternate assessments
 - Title I requirements and the school's use of federal funds
 - How to monitor their child's progress and work collaboratively with educators
- Offer workshops, family nights, and informational events such as Open House, Assessment Information Night, Family Reading Night, STEM Challenge Night, and Awards/Move-Up Day.

- Provide materials and guidance to support learning at home, including literacy training and access to technology-based learning platforms.

2. Train and Support School Staff

- Educate teachers, office personnel, and other school staff, with the assistance of parents, on the value of parental contributions and how to:
 - Communicate effectively with parents as equal partners
 - Implement and coordinate parent programs
 - Build productive relationships with families
- Provide professional development focused on conducting meaningful parent-teacher conferences, presenting and interpreting assessment data, and understanding cultural and linguistic diversity in the school community.

3. Provide Access and Flexibility

- Offer meetings and activities at multiple times of the day, including virtual or conference-call options, to accommodate parent schedules.
- Provide child care, transportation, and home visits as requested to support parental participation.
- Ensure all communications, notices, and resources are available in the parents' primary language, with bilingual translators available for assistance as needed.

4. Encourage Meaningful Participation and Decision-Making

- Involve parents in the development, review, and improvement of the Title I Plan, School-Parent Compact, and Continuous Improvement Plan.
- Provide opportunities for parents to serve on advisory councils, participate in surveys, and give ongoing feedback on school programs and student achievement initiatives.
- Recognize and celebrate parent contributions through volunteer programs and school events.

5. Provide Reasonable Support for Parental Involvement

- Beyond structured events and programs, Sloman Primary will provide other reasonable support for parental involvement activities as parents may request, ensuring that all families have the resources and assistance needed to be active, equal partners in their child's education.

Through these strategies, Sloman Primary School ensures that parents are not only informed but empowered, engaged, and recognized as equal partners in supporting their children's academic success.

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))

Sloman Primary School is committed to ensuring the meaningful participation of all parents and family members, including those with limited English proficiency, parents with disabilities, and parents of migratory children. The school strives to provide information, school reports, and opportunities for engagement in formats that are understandable and, to the extent practicable, in the language parents can comprehend.

To achieve this, Sloman Primary School and the Marshall County School System will:

1. Provide Multilingual Communication

- All information regarding school meetings, parent notices, reports, and events is provided in English and Spanish, and when possible, Haitian-Creole.
- The school employs a bilingual translator who assists parents verbally as needed during meetings, conferences, and phone communications.
- Digital communications are available in parents' primary languages to ensure timely access to information.

2. Accommodate Parents with Disabilities

- The school ensures that facilities and activities are fully accessible to parents and family members with disabilities.
- Alternative formats of written materials are provided upon request to accommodate individual needs.

3. Support English Learner (EL) Families and Migratory Families

- Special orientations and informational sessions are held for EL families, with translators available to address unique needs.
- Migratory families are provided resources and support to ensure they can access school programs, understand academic expectations, and participate fully in their child's education.

4. Uniform and Understandable Format

- All communications, whether printed, digital, or verbal, follow a clear, consistent format to ensure comprehension.
- Efforts are made to simplify technical language and provide explanatory support for complex documents such as assessment reports and school performance data.

5. Ongoing Assistance and Support

- Staff, including administrators, teachers, and support personnel, are trained to reach out proactively to parents who may require additional assistance due to language barriers, disabilities, or mobility challenges.
- The school maintains an open-door policy, allowing parents to request meetings, information, or other accommodations at any time.

Through these strategies, Sloman Primary ensures that all parents and family members have equitable access to participate in their child's education, understand academic expectations, and engage as meaningful partners in school programs and activities.

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)
-----------------	-------------	--------------------

On Track

Critical Initiative

Conduct an orientation night to inform parents of important information about the school and expectations.

Objective:

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

On Track

Critical Initiative

Conduct a Title I Meeting to inform parents of what being a Title I school means and their rights as parents of students at a Title I school.

Objective:

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

On Track

Critical Initiative

Utilize the district-provided communication system, ParentSquare, to streamline communication in the parents' preferred language.

Objective:

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

On Track

Critical Initiative

Offer frequent PTO meeting opportunities for parents to be actively involved in the school.

Objective:

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

On Track

Critical Initiative

Conduct an Alabama Literacy Act meeting to inform parents of the Literacy Act and how it pertains to their child's education.

Objective:

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

On Track

Critical Initiative

Offer opportunities for involvement at school, such as Grandparents' Day, STEM Night, and Open House.

Objective:

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

Critical Initiative

On Track

Create an updated procurement and distribution plan for new technology.

Objective:

Purchase and integrate touch-screen Chromebooks to enhance instruction & support student growth through the use of research-based academic programs.

Critical Initiative

On Track

Conduct a yearly technology needs assessment.

Objective:

Purchase and integrate touch-screen Chromebooks to enhance instruction & support student growth through the use of research-based academic programs.

Critical Initiative

On Track

Provide teachers with effective professional development on various programs and technologies used.

Objective:

Purchase and integrate touch-screen Chromebooks to enhance instruction & support student growth through the use of research-based academic programs.

Critical Initiative

On Track

Set expectations for student use of technology and teach digital citizenship.

Objective:

Purchase and integrate touch-screen Chromebooks to enhance instruction & support student growth through the use of research-based academic programs.

Critical Initiative

Participate in programs that foster students' understanding of citizenship and cultivate a sense of pride in their community, state, and country.

Objective:

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

On Track

Critical Initiative

Provide professional development to teachers to build capacity for data analysis and data-driven instruction.

Objective:

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Critical Initiative

Increase the number of interventionists available to help students with Tier III instruction and enrichment.

Objective:

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Critical Initiative

Provide protected time for grade-level meetings to ensure data analysis, planning, and strategies for Tier II instruction.

Objective:

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Critical Initiative

Create a master schedule that allows for pull-out time for special education, EL, Tier III intervention, and also protects Tier I instruction.

Objective:

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Critical Initiative

Provide after-school tutoring to target specific deficits of select students.

Objective:

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Critical Initiative

Provide teachers with professional development opportunities during contracted hours to promote effective Tier I and Tier II strategies without sacrificing work-life balance.

Objective:

Enhance academic growth and achievement through instructional transformation by strengthening instruction via targeted PD, planning, and data use.

Critical Initiative

Conduct quarterly data meetings to enhance understanding of data analysis and its application in instructional planning.

Objective:

Enhance academic growth and achievement through instructional transformation by strengthening instruction via targeted PD, planning, and data use.

On Track

Critical Initiative

Provide protected common planning time for teachers to analyze data, collaborate on lessons, and discuss Tier I and Tier II instructional strategies and best practices.

Objective:

Enhance academic growth and achievement through instructional transformation by strengthening instruction via targeted PD, planning, and data use.

Objective

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

Critical Initiative

Conduct an orientation night to inform parents of important information about the school and expectations.

Start Date: 08/01/2025

End Date:

Key Measures

Increase in parent survey results

Critical Initiative

Conduct a Title I Meeting to inform parents of what being a Title I school means and their rights as parents of students at a Title I school.

Start Date: 08/01/2025

End Date:

Key Measures

Increase in parent survey results

Critical Initiative

Utilize the district-provided communication system, ParentSquare, to streamline communication in the parents' preferred language.

Start Date: 08/01/2025

End Date:

Key Measures

Increase in parent survey results

Critical Initiative

Offer frequent PTO meeting opportunities for parents to be actively involved in the school.

Start Date: 08/01/2025

End Date:

Key Measures

Increased participation at meetings and events

Critical Initiative

Conduct an Alabama Literacy Act meeting to inform parents of the Literacy Act and how it pertains to their child's education.

Start Date:

End Date:

Key Measures

Increase in parent survey results

Critical Initiative

Offer opportunities for involvement at school, such as Grandparents' Day, STEM Night, and Open House.

Start Date:

End Date:

Key Measures

Increase in parent survey results

Increased participation at meetings and events

Objective

Purchase and integrate touch-screen Chromebooks to enhance instruction & support student growth through the use of research-based academic programs.

Critical Initiative

Create an updated procurement and distribution plan for new technology.

Start Date: End Date:

Key Measures

increase in survey responses

Needs assessment show plan is effective

Critical Initiative

Conduct a yearly technology needs assessment.

Start Date: End Date:

Key Measures

increase in survey responses

Critical Initiative

Provide teachers with effective professional development on various programs and technologies used.

Start Date: End Date:

Key Measures

Increase in teacher implementation of PD topics

Increase in engagement, growth, and achievement

Critical Initiative

Set expectations for student use of technology and teach digital citizenship.

Start Date: End Date:

Key Measures

decrease in disciplinary writeups for tech misuse

Objective

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Critical Initiative

Participate in programs that foster students' understanding of citizenship and cultivate a sense of pride in their community, state, and country.

Start Date: End Date:

Key Measures

Increase in parent survey results
Increase in positive rewards for behaviors
decrease in disciplinary write-ups

Critical Initiative

Provide professional development to teachers to build capacity for data analysis and data-driven instruction.

Start Date: End Date:

Key Measures

increase in growth and achievement on assessments
increase in engagement of students

Critical Initiative

Increase the number of interventionists available to help students with Tier III instruction and enrichment.

Start Date: End Date:

Key Measures

Increase in engagement, growth, and achievement

Critical Initiative

Provide protected time for grade-level meetings to ensure data analysis, planning, and strategies for Tier II instruction.

Start Date: End Date:

Key Measures

Increase in teacher implementation of PD topics
Increase in engagement, growth, and achievement
decrease in disciplinary write-ups
increase in growth and achievement on assessments
increase in engagement of students

Critical Initiative

Create a master schedule that allows for pull-out time for special education, EL, Tier III intervention, and also protects Tier I instruction.

Start Date: End Date:

Key Measures

Increase in teacher implementation of PD topics
Increase in engagement, growth, and achievement
decrease in disciplinary write-ups
increase in growth and achievement on assessments
increase in engagement of students

Critical Initiative

Provide after-school tutoring to target specific deficits of select students.

Start Date: End Date:

Key Measures

Increase in engagement, growth, and achievement
increase in growth and achievement on assessments
increase in engagement of students

Objective

Enhance academic growth and achievement through instructional transformation by strengthening instruction via targeted PD, planning, and data use.

Critical Initiative

Provide teachers with professional development opportunities during contracted hours to promote effective Tier I and Tier II strategies without sacrificing work-life balance.

Start Date: End Date:

Key Measures

- increase in survey responses
- Increase in teacher implementation of PD topics
- Increase in engagement, growth, and achievement
- increase in engagement of students
- Increase in teacher survey results for culture

Critical Initiative

Conduct quarterly data meetings to enhance understanding of data analysis and its application in instructional planning.

Start Date: End Date:

Key Measures

- Increase in parent survey results
- Increase in engagement, growth, and achievement
- Increase in teacher survey results for culture

Critical Initiative

Provide protected common planning time for teachers to analyze data, collaborate on lessons, and discuss Tier I and Tier II instructional strategies and best practices.

Start Date: End Date:

Key Measures

- increase in growth and achievement on assessments
- Increase in teacher survey results for culture

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

<p>Vision</p> <hr/> <p>Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.</p>	<p>Mission</p> <hr/> <p>Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.</p>	<p>Beliefs</p> <hr/> <p>We believe in every child, every chance, every day.</p> <p>We believe in providing for the whole child.</p> <p>We believe all students can learn and are a valuable investment in the future.</p> <p>We believe in high expectations.</p> <p>We believe in a safe and secure environment.</p> <p>We believe in positive relationships.</p>
--	---	---

Parental Engagement	Technology	Academic Achievement	Academic Achievement
Objectives	Objectives	Objectives	Objectives
<ul style="list-style-type: none"> Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success. 	<ul style="list-style-type: none"> Purchase and integrate touch-screen Chromebooks to enhance instruction & support student growth through the use of research-based academic programs. 	<ul style="list-style-type: none"> Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs. 	<ul style="list-style-type: none"> Enhance academic growth and achievement through instructional transformation by strengthening instruction via targeted PD, planning, and data use.
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none"> Conduct an orientation night to inform parents of important information about the school and expectations. Conduct a Title I Meeting to inform parents of what being a Title I school means and their 	<ul style="list-style-type: none"> Create an updated procurement and distribution plan for new technology. Conduct a yearly technology needs assessment. 	<ul style="list-style-type: none"> Participate in programs that foster students' understanding of citizenship and cultivate a sense of pride in their community, state, and country. Provide professional development to teachers 	<ul style="list-style-type: none"> Provide teachers with professional development opportunities during contracted hours to promote effective Tier I and Tier II strategies without sacrificing work-life balance. Conduct quarterly data meetings to enhance

Critical Initiatives

rights as parents of students at a Title I school.

- Utilize the district-provided communication system, ParentSquare, to streamline communication in the parents' preferred language.
- Offer frequent PTO meeting opportunities for parents to be actively involved in the school.
- Conduct an Alabama Literacy Act meeting to inform parents of the Literacy Act and how it pertains to their child's education.
- Offer opportunities for involvement at school, such as Grandparents' Day, STEM Night, and Open House.

Critical Initiatives

- Provide teachers with effective professional development on various programs and technologies used.
- Set expectations for student use of technology and teach digital citizenship.

Critical Initiatives

- to build capacity for data analysis and data-driven instruction.
- Increase the number of interventionists available to help students with Tier III instruction and enrichment.
- Provide protected time for grade-level meetings to ensure data analysis, planning, and strategies for Tier II instruction.
- Create a master schedule that allows for pull-out time for special education, EL, Tier III intervention, and also protects Tier I instruction.
- Provide after-school tutoring to target specific deficits of select students.

Critical Initiatives

- understanding of data analysis and its application in instructional planning.
- Provide protected common planning time for teachers to analyze data, collaborate on lessons, and discuss Tier I and Tier II instructional strategies and best practices.

Key Measures

- Increase in parent survey results
- Increased participation at meetings and events

Key Measures

- increase in survey responses
- Needs assessment show plan is effective
- Increase in teacher implementation of PD topics
- Increase in engagement, growth, and achievement
- decrease in disciplinary writeups for tech misuse

Key Measures

- Increase in parent survey results
- Increase in positive rewards for behaviors
- decrease in disciplinary write-ups
- increase in growth and achievement on assessments
- increase in engagement of students
- Increase in engagement, growth, and achievement
- Increase in teacher implementation of PD topics

Key Measures

- increase in survey responses
- Increase in teacher implementation of PD topics
- Increase in engagement, growth, and achievement
- increase in engagement of students
- Increase in teacher survey results for culture
- Increase in parent survey results
- increase in growth and achievement on assessments

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School



Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative
Conduct an orientation night to inform parents of important information about the school and expectations.

Key Measures

- Increase in parent survey results

Intended Outcome(s)

- Increase culture and climate and communicate the importance of a strong school-family relationship

Objective

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Conduct a Title I Meeting to inform parents of what being a Title I school means and their rights as parents of students at a Title I school.

Key Measures

- Increase in parent survey results

Intended Outcome(s)

- Parents will better understand their rights and what it means to be a Title I School

Objective

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School



Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative
Utilize the district-provided communication system, ParentSquare, to streamline communication in the parents' preferred language.

Key Measures

- Increase in parent survey results

Intended Outcome(s)

- Parents feel more informed and that there is open communication between the school and home.

Objective

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Offer frequent PTO meeting opportunities for parents to be actively involved in the school.

Key Measures

- Increased participation at meetings and events

Intended Outcome(s)

- Parents feel welcomed and empowered to participate in the school and school initiatives.

Objective

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School



Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Conduct an Alabama Literacy Act meeting to inform parents of the Literacy Act and how it pertains to their child's education.

Key Measures

- Increase in parent survey results

Intended Outcome(s)

- Parents better understand the Alabama Literacy Act and how it may impact their child

Objective

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Offer opportunities for involvement at school, such as Grandparents' Day, STEM Night, and Open House.

Key Measures

- Increase in parent survey results
- Increased participation at meetings and events

Intended Outcome(s)

- Parents and community members feel welcomed into the school and want to participate.

Objective

Enhance parent engagement through effective communication, encouraging family participation, and fostering shared responsibility for student success.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Create an updated procurement and distribution plan for new technology.

Key Measures

- increase in survey responses
- Needs assessment show plan is effective

Intended Outcome(s)

- Ensure equitable distribution of technology

Objective

Purchase and integrate touch-screen Chromebooks to enhance instruction & support student growth through the use of research-based academic programs.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School



Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative
Conduct a yearly technology needs assessment.

Key Measures

- increase in survey responses

Intended Outcome(s)

- Provide the opportunity for teacher to relay technology needs

Objective

Purchase and integrate touch-screen Chromebooks to enhance instruction & support student growth through the use of research-based academic programs.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide teachers with effective professional development on various programs and technologies used.

Key Measures

- Increase in teacher implementation of PD topics
- Increase in engagement, growth, and achievement

Intended Outcome(s)

- Teachers are provided PD for programs, strategies, and data analysis as well as individual needs

Objective

Purchase and integrate touch-screen Chromebooks to enhance instruction & support student growth through the use of research-based academic programs.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Set expectations for student use of technology and teach digital citizenship.

Key Measures

- decrease in disciplinary writeups for tech misuse

Intended Outcome(s)

- Greater understanding of digital citizenship by students and decreased inappropriate tech use

Objective

Purchase and integrate touch-screen Chromebooks to enhance instruction & support student growth through the use of research-based academic programs.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Participate in programs that foster students' understanding of citizenship and cultivate a sense of pride in their community, state, and country.

Key Measures

- Increase in parent survey results
- decrease in disciplinary write-ups
- Increase in positive rewards for behaviors

Intended Outcome(s)

- Participating in programs such as Lady Liberty and AL Semiquincentennial activities
- Increase in positive behaviors/character ed.
- Participation and pride in STEM outdoor classroom

Objective

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide professional development to teachers to build capacity for data analysis and data-driven instruction.

Key Measures

- increase in growth and achievement on assessments
- increase in engagement of students

Intended Outcome(s)

- Data will be used consistently for driving daily instruction
- Teachers will fully understand and be able to explain data to parents
- Tier I and II instruction will improve due to the use of data

Objective

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School



Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative
Increase the number of interventionists available to help students with Tier III instruction and enrichment.

Key Measures

- Increase in engagement, growth, and achievement

Intended Outcome(s)

- Improvement and increase in availability of intervention for Tier III students

Objective

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Robert D. Sloman Primary School



Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative
Provide protected time for grade-level meetings to ensure data analysis, planning, and strategies for Tier II instruction.

Key Measures

- Increase in teacher implementation of PD topics
- decrease in disciplinary write-ups
- increase in engagement of students
- Increase in engagement, growth, and achievement
- increase in growth and achievement on assessments

Intended Outcome(s)

- Evidence of data-driven instruction
- Decrease in students requiring Tier III instruction
- Increase in student engagement due to varied strategies to target specific deficits evident in data

Objective

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Create a master schedule that allows for pull-out time for special education, EL, Tier III intervention, and also protects Tier I instruction.

Key Measures

- Increase in teacher implementation of PD topics
- decrease in disciplinary write-ups
- increase in engagement of students
- Increase in engagement, growth, and achievement
- increase in growth and achievement on assessments

Intended Outcome(s)

- Protection of teacher Tier I and Tier II instructional times
- Specific times for interventionists to provide Tier III interventions.

Objective

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide after-school tutoring to target specific deficits of select students.

Key Measures

- Increase in engagement, growth, and achievement
- increase in growth and achievement on assessments
- increase in engagement of students

Intended Outcome(s)

- Provide 2nd-grade students with an SRIP additional targeted intervention prior to ACAP Assessment

Objective

Enhance student achievement by offering targeted interventions and enrichment opportunities that cater to individual learning needs.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Robert D. Sloman Primary School



Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide teachers with professional development opportunities during contracted hours to promote effective Tier I and Tier II strategies without sacrificing work-life balance.

Key Measures

- increase in survey responses
Increase in engagement, growth, and achievement
Increase in teacher survey results for culture
Increase in teacher implementation of PD topics
increase in engagement of students

Intended Outcome(s)

- Teachers are confident in providing quality Tier I and Tier II instruction
Increase in culture and climate due to the protection of teacher time

Objective

Enhance academic growth and achievement through instructional transformation by strengthening instruction via targeted PD, planning, and data use.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School

Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Conduct quarterly data meetings to enhance understanding of data analysis and its application in instructional planning.

Key Measures

- Increase in parent survey results
- Increase in teacher survey results for culture
- Increase in engagement, growth, and achievement

Intended Outcome(s)

- Improve teacher use of data and confidence in communicating data to parents

Objective

Enhance academic growth and achievement through instructional transformation by strengthening instruction via targeted PD, planning, and data use.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.

Sloman Primary School ACIP 2025-2026

Robert D. Sloman Primary School



Mission

Robert D. Sloman Primary School is committed to providing a safe environment where students use their curiosity for learning to grow and thrive academically, socially, and emotionally.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide protected common planning time for teachers to analyze data, collaborate on lessons, and discuss Tier I and Tier II instructional strategies and best practices.

Key Measures

- increase in growth and achievement on assessments
- Increase in teacher survey results for culture

Intended Outcome(s)

- Decrease in number of teachers saying there is not enough time and feeling pressured
- Increase in student engagement, achievement, and growth

Objective

Enhance academic growth and achievement through instructional transformation by strengthening instruction via targeted PD, planning, and data use.

Vision

Robert D. Sloman Primary School is dedicated to educating the whole child academically, socially, and emotionally in order for all to excel in our global community.