Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

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Harrand Creek Elementary School
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Instructions

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

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

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

2025-2026 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The Harrand Creek Elementary School's ACIP planning is conducted by the ACIP Leadership team assigned to develop the school-wide plan. Assignments for data collection are an ongoing process throughout the school year. Data collected may include but is not limited to the following: student assessment data, retention lists, transfer and transient data, discipline referrals, and school-wide evaluation surveys. Student assessment data includes state-wide assessments, school-wide assessments, and teacher-given assessments. The state-wide assessments include ACAP and ACCESS (ELL). The school-wide assessments used are mCLASS (DIBELS K-3), individual formative and summative assessments, progress monitoring, and iReady Reading (4-6) and Math (K-6). Teacher-initiated assessments include ORF progress monitoring, weekly phonics assessments for some grades, and CKLA unit assessments. Parental input came from the school-wide survey and parent members of the Parent Involvement Committee. ACIP Leadership Committee responsibilities were given to begin gathering data, analyzing data, and drafting the ACIP in the fall of 2025. The members of the ACIP Leadership Committee are responsible for making the plan available following its completion and review. All faculty and staff members oversee the plan throughout the year. The school-wide plan will be reviewed yearly in grade level and faculty meetings to ensure accurate implementation. Goals to be met and progress made will be communicated to parents, faculty, and community stakeholders through annual school-wide conferences, faculty meetings, and newsletters. The ACIP is available at the HCE Media Center and on the school website. Parents and stakeholders are offered the opportunity to provide input or voice concerns to help implement the school-wide plan.

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

In Spring 2025, HCE participated in the ACAP state testing for Alabama in both Reading and Math. The 2025 ACAP scores in Reading indicated the following percentage scored proficient (Level 3 or 4) school-wide: 60%, 2nd-56%, 3rd-51%, 4th-72%, 5th-60%, 6th-63%

The 2025 ACAP scores in Math indicated the following percentage scored proficient (Level 3 or 4) School wide-46%, 2nd-53%, 3rd-49% 4th-52%, 5th-34%, 6th-40%

In the Fall of 2024 and Spring of 2025, grades K-3rd used mCLASS DIBELS. The mCLASS Scores in Reading indicated the following results. Overall Scores 42% to 52%, Kindergarten 17% to 32%, 1st Grade 42% to 71%, 2nd Grade 48% to 63%, and 3rd Grade 59% to 59%.

In the Fall of 2024 and Spring of 2025, grades 4th - 6th used the iReady for reading and math. The iReady reading indicated the following results. The 4th grade 16% to 53%, 5th grade 22% to 49% and 6th grade 23% to 23%.

In the Fall of 2024 and Spring of 2025, grades 4th - 6th used the iReady for reading and math. The math iReady indicated the following results. The 4th grade 21% to 62%, the 5th grade 17% to 48% and the 6th grade 17% to 51%.

For the 2024-2025 school year ACCESS test given in the Spring of 2025, the following number of students scored proficient (4.8 or higher) K-0, 1st-0, 2nd-0, 3rd-0, 4th-0, 5th-2, 6th-2

According to the Parent Survey, the following are the strengths of HCE:

- 94% of parents who completed the parent survey stated that teachers in the school are interested and cooperative when I discuss my child's academic progress and/or other concerns.
- 95% of parents who completed the parent survey stated that they could reach their child's classroom teacher to discuss their child.
- 88% of parents who completed the parent survey stated they feel welcome at their child's school.

According to the Parent Survey, the following are weaknesses of HCE:

- 55% of parents who completed the parent survey stated that they are aware of volunteer work they can do at their child's school.
- 45% of parents who completed the parent survey stated that they know how to be involved in school planning and reviewing committees.

3. What conclusions were drawn from the results?

According to the ACAP data from the Spring of 2025, we saw an increase in the percentage of students scoring proficient (Levels 3 and 4) in the following areas:

- Reading
  - 2nd grade +3%
  - 3rd grade -10%
  - 4th grade +15%
  - 5th grade 0% (stayed the same)
  - 6th grade +16%
- Math
  - 2nd Grade +9%
  - 3rd Grade +1%
  - 4th Grade +19%
  - 5th Grade +5%
  - 6th grade +12%

Based on beginning of year data compared to end of year data in mClass DIBELS and iReady reading and math, all grades showed great growth.

We are using current proficiency levels in iReady and DIBELS to help us identify students who need intervention and compare them to ACAP data. As the year progresses, we can identify detailed strengths and weaknesses.

The percentage of students who scored at or above 60% proficiency levels is as follows:

- 2025 ACAP scores in Reading school-wide 60% 2nd-56% 3rd-51% 4th-72% 5th-60% 6th-63%
- 2025 ACAP scores in Math School wide-46% 2nd-53% 3rd-49% 4th-52% 5th-34% 6th-40%

The parent survey indicated that parents at HCE who completed the parent survey stated that teachers in the school are interested and cooperative when discussing their child's academic progress or other concerns. Still, they disagreed that they know how to be involved in school planning/review committees.

The staff survey indicated that our school uses multiple assessment measures to determine students' learning and school performance.

The student survey indicated that students agreed that in my school, my teachers want me to do my best work and disagreed that my principals and teachers ask me what I think about school.

According to our ACCESS data, we need to rely more on our EL staff to provide support in increasing proficiency for our EL students. According to the ACCESS data from Spring 2025, our overall areas of strength are Expanding (proficiency level 4)—4th Grade 57%, and the overall weakness for our EL students is Expanding (proficiency level 4 - 6th Grade 17%.

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

After analyzing the surveys, we will continue to build effective communication with parents and students and work to provide opportunities for parents to be involved in school. We will work to provide more resources for teachers and staff that can be used to build student proficiency in Reading and with our EL population. Looking at our growing population of EL students, we will offer more professional development staff members and continue our work with newcomers. Using differentiated instruction, we will work towards increasing the number of students at or above the 60th percentile in Reading and Math during the 2025-2026 school year on the iReady, DIBELS, and ACAP. We will continue to offer programs such as extended day and summer camp for students who are considered at risk. Demographic data is unattainable due to restrictions on student privacy laws.

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

According to the data that has been collected and analyzed, we enhanced the critical initiative about fortifying parental engagement and support with activities to build effective communications and interactions among all stakeholders. The data has shown a need to be more transparent concerning our parents and the information they receive. Using the data from the beginning of the year, we need to focus on student growth, using teacher growth through professional development and differentiated instruction, and utilizing EL staff effectively. This will help us increase the number of students scoring at or above the 60th percentile on the ACAP, iReady, DIBELS, or scoring proficient (4.8 or higher) on the ACCESS test.

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

All goals are based on available data. This data includes but is not limited to, ACAP reports, ACCESS reports, iReady Reading and Math, DIBELS, and parent, faculty, and student surveys. It has been analyzed to identify areas of strength and weakness for Harrand Creek Elementary School.

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

All goals were created with the needs of all students in mind. Disadvantaged students who scored less than proficient using classroom grades and iReady/DIBELS data are discussed at PST meetings and will be targeted for the 2025-2026 school year. All students at Harrand Creek Elementary, including English Learners, economically disadvantaged students, and special education students, have access to appropriate programs and services that focus on meeting the needs of each student. They can meet the same challenging state content and student performance standards to which all students are held without being stigmatized or isolated. Due to the new Alabama Literacy ACT, students identified as struggling readers (below grade level) must have an SRIP (Student Reading Improvement Plan) each year. This plan is approved by school staff and parents to ensure the students get the academic support needed to help close achievement gaps in reading. Students identified as struggling in math will be targeted and have an SMIP (Student Math Improvement Plan) to help target their needs. This will meet requirements coming from the Alabama Numeracy ACT that the state of Alabama will soon mandate. The home language survey determines if a student will be identified as EL.

Surveys indicating a non-English language are given with the WIDA Screener to test for English language proficiency. The English Learner (EL) committee includes the ESL teacher(s)/aide, an administrator, counselor, intervention teacher (s), general education teacher(s), and the child's parent/ guardian. Once the EL committee is formed, they will meet to determine eligibility, placement, and services and develop the IELP plan. Harrand Creek utilizes special education resource teachers, reading/ math interventionists, paraprofessionals, and the school nurse to help meet the

needs of special education students and academically disadvantaged students. Services are provided in self-contained classrooms through push-in/pull-out services and classroom support. Special education teachers collaborate with general education teachers to align curriculum, implement accommodations, and communicate with parents. Harrand Creek has a full-time guidance counselor who uses school, system, community, and state resources to work closely with school administration to ensure student success. The needs of all students, including homeless, are evaluated on an individual basis. All homeless and limited-English proficient students have equal access to the same free appropriate public education, including public preschool education provided to other children. Students classified as Homeless meet with the Enterprise City Schools Licensed Professional Counselor once monthly. Equal access to educational programs such as preschool (if applicable), extended school programs, Title III, and other supplemental programs provided during the school day is available. Intervention and flex block address high school drop-out and prevention at the secondary level. We have 12 students who qualify as homeless, and we do not currently have any students who qualify for the neglected/delinquent category. Migratory students who are at risk are identified and offered assistance through extended learning opportunities and counseling sessions. Migratory parents are included as stakeholders in the education of their children. ECS has an MEP available at the Central Office.

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.

The strategies and methods used to strengthen academic programs in the school include but are not limited to ESL strategies and instruction, WIDA can-do descriptors, Heggerty, Extended Day Program, Spire, and Sound Sensible. mClass Lessons, the reading specialist, the math specialist, enVision, MDIS Kit, and paraprofessional support. Technology such as Boost, STRIDE, iReady, Rosetta Stone, Language Studio, Flashlight 360, Renaissance Learning, Discovery Education, Reflex Math, Easy Bridge, and other research-based educational programs support learning.

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.)

Several procedures and activities are provided to ensure students experiencing difficulty are given effective instruction assistance to reach higher academic standards. The methods for identifying students at risk of failing to achieve academic expectations include informal teacher observations, formal assessments, progress reports, report cards, and ISIP. Once students are identified as at-risk, they are referred to the Problem Solving Team (PST). Teachers, principals, counselors, and interventionists work to develop a specific plan to help support the at-risk student. Often, the student will receive additional support from the interventionists and trained paraprofessionals for Tier III services. Additional support can also be offered through our Extended Day program. Extended Day is a tutoring program to strengthen reading and math skills. Academically at-risk students who have access to the computer at home also have the opportunity to work on Boost, Read Works, Prodigy, Reflex Math, Big Ideas, Easy Bridge, iReady, and Stride Academy. The Summer Camp is another great opportunity to support at-risk students and is offered each year during June.

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.**

Our Extended Day program offers additional support beyond the regular school day. Extended Day is a tutoring program used to strengthen skills in reading and math. Academically at-risk students who have access to the computer at home also have the opportunity to work on Read Works, Reflex, iReady, Prodigy, Big Ideas, Easy Bridge, and Stride Academy. The Summer Camp is another great opportunity to support at-risk students and is offered each year during the month of June.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All students at Harrand Creek, including those identified as English Learners, Economically Disadvantaged, Special Education, Homeless, and Migrant students, have access to all services available, including free/reduced lunch, Title 1 services, EL services, Special Education Services, and counseling services. Also, Harrand

Creek uses the Children Without Fund as a community resource to provide students with necessary school supplies, food, clothing, and shelter. All homeless and limited English proficient students must have the same equal access to free, appropriate public education as their peers. They are allowed to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Upon enrollment, the Harrand Creek counselor and ESL team identify students with limited English proficiency. Each new student receives a Home Language Survey to determine limited English proficiency testing eligibility. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA screener to determine if a student is eligible to receive ESL services. The English Learner (EL) committee convenes to determine appropriate services and placement for each student. The EL committee consists of the EL teachers/aide, parents or guardians of the student, the student's teacher(s), the interventionists, the school counselor, instructional coaches, an interpreter if needed, or the school administrator. Various services are provided to all EL students, such as content area tutoring, pull-out groups, pull-out for individual support, and content-based ESL. Some of our EL students also participate in a Newcomers Class during the school day. Two certified EL teachers and one aide provide services to all EL students at Harrand Creek Elementary School except those whose parents/ guardians denied services.

Parents are provided the opportunity to receive all updates and important school documents in English and Spanish (our 2nd highest language; could be translated into other languages as needed). The school system also provides a phone line service called Language Line to help communicate with EL parents who do not speak English. The EL committee reviews each student's progress annually. If the student scores a proficiency level of 4.8 on the WIDA Access test, the student becomes eligible to exit the EL program and will be monitored for four years to ensure success. Our EL program embeds a strategic learning plan. At the beginning of the school year, the EL committee participates in creating this learning plan for the student. The plan provides goals and accommodations for the student's learning. At this time, we have the following number of students in each category:

- Migrant- waiting for updated report for ALSDE
- English Learner 119 with 2 parents waiving services for the 2025-26 school year,
- Special Education 25
- Neglected/Delinquent-0 identified at this time
- Homeless-12
- Nomphlote-9

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.

ACCESS results are sent home in their home language for parents to review. Language Line is available to help with parent-teacher conferences and communicate during general phone calls. We also have one District EL interpreter, two certified EL teachers, one paraprofessional, and a clerical aide who can help translate as needed.

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

At the end of the 2024-25 school year, we had 38 certified teachers, three certified paraprofessional, eight paraprofessionals, and two part-time certified teachers/ interventionists. After the 2024-2025 school year, the following changes were made in certified staff: 4- left the system, 0- transferred within the system, 0- are no longer teaching, 1-retired, and 1- nonrenewed. We also had one certified teacher change grade levels within our school. This made our teacher turnover rate of certified personnel 15%.

We began the 2025-2026 school year with one principal with a Doctorate, one part-time assistant principal, 36 certified teachers, one noncertified teacher, two teachers waiting for certification to be transferred from another state, two certified part-time teachers/interventionists, one counselor, one certified paraprofessional, and six paraprofessionals.

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

Our certified personnel, including classroom teachers, special area teachers, and administration we currently have is (2) teachers with less than one year of teaching experience, (15) with 1-5 years, (8) with 6-10 years, (13) with 11 or more years of teaching experience. Of our certified staff, 23 have Master’s Degrees or higher, 4 are in the process of finishing their master's degrees or higher. Several of those teachers have degrees in more than one content area. We have five teachers with ESL certifications.

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)?

Our current turnover rate is 15%, much lower than the previous year. We have several initiatives in place to discourage turnover. Enterprise City Schools utilizes the Alabama State Department of Education's "Teach in Alabama" program to attract high-quality teachers. Representatives from the school system also recruit high-quality teachers on college campuses. Only teachers who are deemed highly qualified are interviewed for positions within the system. Once employed, the State's Mentor/Mentee program for first-time classroom teachers is utilized, and new teachers work cooperatively with veteran teachers, mentors, grade level chairperson, or the Reading and Math Specialists to learn more about the policies and procedures of Harrand Creek Elementary School as well as our district. These procedures help to ensure that these high-quality teachers are retained. In addition, there are New Teacher Orientations at the District Level.

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

Professional development opportunities are ongoing and driven by data. These include training in EL instruction and accommodations, technology in the classroom, various webinars, CLKA, Stride Academy, LETRS, SPIRE, Heggerty, Sound Wall, West Virginia Tools for Learning, EnVision Math, iReady, Number Corner (Bridges Math), Prodigy, Reflex, Nearpod, and Hand 2 Mind to name a few. Teachers are also encouraged to do book studies, read professional literature, form PLCs, and plan collaboratively to promote their growth. The administration sends out information that is designed to foster teacher development.

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

Faculty and staff have numerous opportunities for professional development. Below are a few examples of what is offered: CKLA, LETRS, Stride, Academy, Behavioral Workshops, AMSTI, WIDA, Elevation, EL Instruction and accommodations, Technology for Classroom, and SPIRE. Paraprofessionals are invited to trainings that are beneficial to their job duties or required by the state.

ECS also offers parents learning opportunities. These often include reading and math workshops, parent-to-community workshops, EL Parent workshops, PTO meetings, and Title I meetings.

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.

New and non-tenured teachers are assigned a mentor teacher to help with any questions about policies, procedures, etc. Mentors are provided with a plan to follow outlining their mentor-ship duties. Harrand Creek developed an in-depth teacher handbook to provide concrete information to all staff, especially new hires. The teacher handbook provides various information, including policies and procedures, how to set up PowerSchool, and more.

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

ECS has built-in professional development days throughout the school year and offers many opportunities for faculty and staff to grow professionally. The ACIP is used to note any strengths and areas of focus for Harrand Creek. Professional development opportunities are used to strengthen any weaknesses and to enhance our strengths, as identified on the professional development surveys. Harrand Creek has ongoing professional development for new teachers and staff, such as CKLA, CPR training, AMSTI workshops, Stride Academy, and iReady. As needs arise, professional development is used to extend teacher growth through technology, reading workshops, and EL training.

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.

The counselor coordinates with Coppinville Junior High School to visit with our sixth graders to meet the counselor and learn more about extracurricular activities and general/advanced classes. We also have open house opportunities for all grade levels to get a glimpse of Harrand Creek expectations.

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

(N/A for Elementary Schools)

N/A for Elementary Schools

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

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

Data that is specific to the ACIP is collected from a variety of sources. The data is reviewed and analyzed through the needs assessment to determine if the goals that have been addressed in the plan are being met. Achievement Data is compared from year to year to determine trends related to student achievement in specific subjects and by specific groups of students. The plan is reviewed and revised at least quarterly by the Leadership Team to make sure the strategies listed to meet the goals are being utilized and to discuss any changes that may be needed. In the fall, winter, and spring, the ACIP is reviewed with all faculty members.

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?

After data has been collected, the principals and teachers review each student's data to see if progress has been made. If progress is being made, then teachers will continue instruction. If no progress has been made, then teachers will adjust instruction according to the data. Other options for those students not achieving the standards are Tier II support in the classroom, Tier III services with the

interventionists or trained instructional aide, the Extended Day program and the Summer School Camp, and the Newcomers class for incoming ELL students who are in their first year of education in the United States.

3. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The school-wide ACIP committee meets continuously throughout the year to review and revise the plan as needed and monitor benchmarks and activities.

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

NOTE: Not all schools receive all of the funding sources mentioned.

1. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The School-Wide Program/Plan includes coordinating all funds from federal, system, and local programs. This coordination of State Foundation funds is used for the salaries of teachers, administrators, counselors, and librarian units and to purchase instructional supplies. Local funds are used for expenses, which include utilities, substitute teachers, student workers, grounds maintenance, and a school nurse. Federal, state, and local funding sources enhance instruction and create a supportive learning environment.

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).

Harrand Creek Elementary School (HCE) coordinates the use of all federal, state and local programs and services regarding Title 1 funds which are used or provide services that aid in obtaining our improvement goals. The funding provided is used for instructional materials, technology, and professional development. HCE works closely with Enterprise City Schools Parental Involvement Specialist to coordinate services that students may need. These services are also provided through out school guidance counselor or other agencies in our community that our school district has a partnership with. At HCE, we strive to provide our students and

families in need with the services that will help our students and schools meet goals.

Some programs provided include but not limited to:

-Second Step whole group lessons - Second Step promotes student growth in managing their emotions, dealing with peer pressure, solving problems, and developing many self-regulation strategies and social-emotional skills.

-PATH whole-group lessons—PATH promotes social and emotional competencies. The lessons are easy for the teacher to follow and everything is provided that they need for their lessons.

-Lunch Bunch and individual counseling sessions

- Fruit and Vegetable Grant provides healthy snacks for all students to promote healthy eating and wellness.

ACIP Assurances

Instructions:

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

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

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

- ● **YES**
- ○ NO
- ○ N/A

ATTACHMENTS

Attachment Name

HCE ACIP Approval

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))

In an attempt to involve all parents, workshops, and meetings were conducted virtually and in person, allowing access to them at various times during the day. We notified parents about our annual meeting via memos, school newsletters, websites, or social media. An AM and PM meeting time was offered to parents. The Title 1 Information sheet, the Parental Involvement Plan, and the Home-School Compact were sent home during the first three months of school. Parents also received the ECS's Parental Engagement Policy in the yearly Parent and Family Engagement Calendar sent home in September of 2025.

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

Parent meetings are held at various times during the school day and are often offered virtually in an attempt to allow more parents to be involved. Parent-teacher conferences are also offered at various times during the school day, via telephone, or virtually. This gives parents more options to fit their schedule while still being involved in their child's education.

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

Parents will be given the chance to participate in the planning, reviewing, and improvement of the Title I programs. Parents and stakeholders are a part of our leadership team, as well as faculty and staff.

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

Funds allocated for parental involvement are used to increase communication with parents through the Parental Involvement calendar.

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))

HCE provides parents of participating children with timely information in a uniform format, including but not limited to the following:

- HCE Newsletter, which includes upcoming events in a monthly layout
- website communication
- REMIND
- 1st and 2nd-semester parent conferences
- Blackboard phone message
- Wednesday Weekly Folders
- emails
- social media

Communications are available in English, Spanish, and other languages as required by student/parent needs based on the Home Language Surveys. Communications are translated from English to Spanish using our ECS EL Clerical Aide or Language Line. Teachers also use a variety of communication apps that include but are not limited to Remind and Class DoJo. Parents receive information about programs under Title I from the Title 1 handouts that are sent home with the first and third nine weeks report cards, as well as HCE's Parental Involvement Plan that was sent home with the first nine weeks report cards.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

Parents, school staff, and students share responsibility for improving academic achievement through the School-Parent Compact. Each year, all stakeholders review, revise, and adjust the compact to ensure its update.

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

After receiving the ACIP goals, activities, and strategies, parents can send an email, contact the school, and give feedback to voice their dissatisfaction with the Annual Continuous Improvement Plan. There are various ways to express dissatisfaction: email, parent survey, and contacting faculty, staff, and administration to voice concerns.

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

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

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

To ensure the 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 work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Harrand Creek Elementary School welcomes parents' input and support of school activities, functions, and everyday operations. Parents are given opportunities to communicate with their child's teacher, the principal, or other staff members by scheduling conferences and discussing concerns via telephone conversations, writing notes, and emails to discuss their student's academic achievement. In an attempt to involve all parents, workshops, and meetings are scheduled at various times during the day. Parent workshops/trainings may include:

- math/reading workshops
- interpreting test data
- EL parent workshops
- various parenting techniques
- technology workshops.

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.

Harrand Creek's administration will start by examining the school's culture through the parents' eyes. This means having multilingual signage, flexible meeting times that accommodate work schedules, and training staff to communicate warmly with all families regardless of their background or education level. Harrand Creek Elementary School actively address barriers like transportation, children during meetings, and intimidating institutional atmospheres that can make parents feel unwelcome.

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.

Harrand Creek Elementary School recognizes that parents contribute in different ways. Some may excel at home support, others at school volunteering, and still others at advocacy or decision-making roles. Offer various entry points including curriculum nights, family literacy nights, parent/teacher conferences, volunteer opportunities, and parent educational workshops. The goal is transforming the relationship from parents as passive recipients of information to active collaborators in their children's educational journey.

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

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

Shall ensure that information related to school and parent programs, meetings, and

other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

To ensure the 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. Information is communicated to parents in various formats, including but not limited to district or school webpages and social media platforms, Blackboard message center, Remind, Class DoJo, emails, monthly newsletters/calendars, Wednesday folders, flyers, and brochures. HCE strives to communicate in the students'/parents' native language.

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

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

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

To ensure effective parental involvement and support a partnership among the school, parents, and the community to improve student academic achievement, our school shall provide such other reasonable support for parental involvement activities as parents may request. Parents have opportunities to be involved in the following ways at HCE: Parent Meetings, Parent Volunteers, Parent Conferences, and a Parent Engagement Committee.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

At Harrand Creek Elementary, we are committed to ensuring that our English Learners (EL) students and their families receive the same opportunities and information as our English-speaking families. ECS provides support through EL Parent Workshops, Open House events, and Family Fun Nights. In addition, we

encourage parents to actively participate by serving on committees and sharing their valuable input to help guide and strengthen our school community.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here https://alsde.onlinehelp.cognia.org/.
Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

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

ATTACHMENTS

Attachment Name

Coordination of Resources 2025-2026

eProveTM strategies: Goals & Plans

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

- ● **Yes**
- ○ No

Attachment Summary

Attachment Name	Description	Associated Item(s)
Coordination of Resources 2025-2026		•
Counselor Survey Results - HCE 2025		•
ELA Needs Assessment - HCE 2025		•
ESL Needs Assessment - HCE 2025		•
Family Engagement Policy - HCE 2025		•
Family Engagement Policy Spanish - HCE 2025		•
HCE ACIP Approval		• 1
HCE Superintendent Review & Non Discrimination		•
HCE Teacher Experience 2025-2026		•
HCE Teacher Turnover 2025-2025		•
HCE Title 1 Budget		•
		•

Math Needs Assessment - HCE 2025		
Nurse Survey Results - HCE 2025		•
Parent Survey Results - HCE 2025		•
School Summary Report 24-25		•
School-Parent Compact 2025 Eng/Span		•
SEL Needs Assessment 2025-2026		•
Staff Survey Results - HCE 2025		•
Student Survey Results - HCE 2025		•