Title 1 Schoolwide Diagnostic for ACIP: 2026-2027_09092026_14:34

Title 1 Schoolwide Diagnostic for ACIP: 2026-2027

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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.

2026-2027 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The Corley Elementary School Leadership Team organized and provided leadership for the comprehensive needs assessment process, led staff in developing our improvement plan, engaged stakeholders, and conducted the program's annual evaluation. The Leadership Team consists of Ben Jones, principal; Anna Bone, assistant principal; Natalie Reaves, reading specialist; McKenzie Benefield, math coach; Luisa Argote, second grade teacher; Rachel Jones, second grade teacher; Glenda Fields, third grade teacher; Natalie Whitley, third grade teacher; Julie Gaskin, library media specialist; Keely Harris, special education teacher; Vianey Carrera, multi-language teacher; Marnie Owen, parent; Victoria McCamy, parent; and Heather Bledsoe, parent.

The team analyzed data to determine which programs and strategies have been effective in increasing student achievement. Areas of deficiencies have been identified and are being addressed. The plan may include providing professional development for staff and/or training for parents; purchasing updated and/or new materials and equipment, supplies, and resources; employing additional staff; and researching additional areas that need to be addressed.

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

Data was gathered to guide the comprehensive needs assessment process. Analysis of the data by the Leadership Team indicated needs in the following categories:

1. State Assessment Data

Second grade ELA: L1 (17%), L2 (36%), L3 (33%), L4 (15%) - PROFICIENCY: 47%, SUFFICIENCY: 84%
Third grade ELA: L1 (12%), L2 (35%), L3 (39%), L4 (13%) - PROFICIENCY: 54%, SUFFICIENCY: 88%

Second grade MATH: L1 (30%), L2 (25%), L3 (32%), L4 (13%) - PROFICIENCY: 44%, SUFFICIENCY: 70%
Third grade MATH: L1 (32%), L2 (40%), L3 (19%), L4 (9%) - PROFICIENCY: 28%, SUFFICIENCY: 68%

With the exception of third grade math, ACAP Summative data reveals growth year-over-year across domains. Third grade ELA cohort data indicates an 8% increase in proficiency (from 46% to 54%) and a 6% increase in sufficiency (from 82% to 88%). Following Summer Reading Camp and the ACAP Supplemental, 98% of third graders were promoted to fourth grade under the conditions of the Alabama Literacy Act. Third grade Math cohort data reveals concerns and requires further analysis. While

sufficiency data was similar (from 71% to 70%), proficiency data decreased from 37% to 28%.

2. Diagnostic Data

In both second and third grades, iReady reading and math diagnostic data indicated significant growth across domains throughout the 2025-26 school year.

Second Grade BOY Reading: Tier I (18%), Tier II (43%), Tier III (39%)
Second Grade EOY Reading: Tier I (51%), Tier II (37%), Tier III (13%)
Second Grade BOY Math: Tier I (3%), Tier II (55%), Tier III (43%)
Second Grade EOY Math: Tier I (46%), Tier II (43%), Tier III (11%)

Third Grade BOY Reading: Tier I (29%), Tier II (23%), Tier III (48%)
Third Grade EOY Reading: Tier I (55%), Tier II (26%), Tier III (19%)
Third Grade BOY Math: Tier I (6%), Tier II (50%), Tier III (43%)
Third Grade EOY Math: Tier I (45%), Tier II (42%), Tier III (14%)

Diagnostic data was crosswalked with the ACAP Summative test, producing correlations and functioning as a predictor of student achievement, particularly for third graders.

3. Oral Ready Fluency Data

Oral Reading Fluency (mClass) data is used for progress monitoring and is a predictor of success on the ACAP Summative Reading Subtest. Data indicated consistent growth in both second and third grades during the 2025-26 school year.

Second Grade ORF: BOY 38 wpm @ 81% accuracy; EOY 85 wpm @ 94% accuracy
Third Grade ORF: BOY 66 wpm @ 85% accuracy; EOY 114 wpm @ 96% accuracy

4. WIDA ACCESS Data Spring 2026 - WIDA ACCESS data continued a three-year trend of strong progress. The percentage of students achieving their target growth scores grew from 14% in spring 2024, to 37% in spring 2025, to 53% in spring 2026. As a TSI school, we are utilizing this data to guide staffing, PD, and coordination of resources.

5. Faculty Identified Needs - Faculty members expressed their desire to (a) strategically align literacy instruction and support schoolwide growth in the area of phonics, and (b) to become more comfortable teaching mathematics.

6.Parent Perceptions - According to parent feedback provided at the district level, parents desired a unified communication platform across the district. While Boaz Elementary and Corley Elementary worked to align communication through Seesaw, during the summer of 2026 the district transitioned to ParentSquare. As the school year progresses, data will be needed in order to determine the effectiveness of the platform. ParentSquare continues to offer timely updates and information to parents and supports two-way translation between home and school for our multi-language families.

7. Attendance Rates - Attendance trends over the past three years indicate slight increases each year, from 94.9% in 2023-24, to 95.4% in 2024-25, to 95.9% in 2025-26. Similarly, the percentage of chronically absent students decreased from 11.41% in 2024-25 to 10.07% in 2025-26.

8. Discipline Rates - In 2025-26, the school continued implementation of a schoolwide classroom management and discipline plan that encompasses all levels of infractions, parent contact/support, intervention, behavioral support, and positive/negative consequences. Data reveals 82 records of Class II/III violations as defined by the BCS Code of Conduct, including 26 infractions that resulted in suspension.

9. Teacher Turnover Rate - At the conclusion of the 2025-26 school year, three certified teachers retired, two transitioned to new roles within the district, one advanced into administration in a neighboring district, and one left public education. This produced a teacher retention rate of 82%.

10. Graduation/Dropout Rates - N/A

11. Analysis of School Curriculum, Instructional Materials, New Learning Opportunities - We have vertically-aligned curricula in mathematics (i-Ready) and English language arts (CKLA-Amplify). Instructional materials have been purchased to support the teaching of reading, especially for multi-sensory instruction and support of emergent readers. Teachers will receive ongoing support in CKLA, and ongoing opportunities to gain multi-sensory training will be provided. In order to support reading comprehension, the district also provided the Magnetic Reading curriculum, a state-approved supplement to our core program. Students receive reading intervention programs such as Spire. Students demonstrating dyslexic characteristics and reading deficiencies may receive intervention through Take Flight. All Boaz City Schools instructional staff participated in professional learning through Educational Epiphany. BCS adopted the Alabama Inspire Science curriculum.

3. What conclusions were drawn from the results?

Analysis of the data above led to several conclusions and goals regarding areas of need, as well as opportunities for celebration.

Based on our needs assessment, the following 2026-27 goals were developed:

1. Reading - 2026 ACAP Summative data indicated a continued strength in the area of reading fluency; however, the leadership team recognized opportunities for growth in the areas of phonics and comprehension. Our 2026-27 schoolwide phonics goal is for at least 45% of students to score prepared and at least 80% of students to score prepared/on track, as indicated by the 2027 ACAP Summative assessment.

2. Mathematics - 2026 ACAP Summative data revealed an imbalance in math data. Grade 2 scored 70% sufficient and 44% proficient, while grade 3 scored 68% sufficient and 28% proficient. Domain data indicates opportunity for growth in the

area of operations and algebraic thinking. Our 2026-27 schoolwide math goal is for at least 60% of students to score prepared/on track in the area of operations and algebraic thinking, as indicated by the 2027 ACAP Summative assessment.

3. EL - 2026 WIDA ACCESS data reveals strong, continued growth for the school. Year-over-year, the percentage of EL learners achieving their target growth scores increased from 14% in 2023-24, to 37% in 2024-25, to 53% in 2025-26. Our 2026-27 schoolwide EL growth goal is for at least 60% of EL learners to achieve their target growth scores, as indicated by the 2027 WIDA ACCESS assessment.

After analysis, data also indicated the following opportunities for celebration:

1. EL Growth - WIDA ACCESS data continued a three-year trend of strong progress. The percentage of students achieving their target growth scores grew from 14% in spring 2024, to 37% in spring 2025, to 53% in spring 2026. As a TSI school, we have expanded our instructional team to include two certified multi-language teachers and two full-time multi-language instructional aides and have adjusted our master and intervention schedules to more effectively integrate multi-language services. Our part-time translator/interpreter also provides support to students and families.

2. Literacy Instruction/Achievement - mClass and iReady data, in coordination with teacher input, continues to provide encouraging results. 98% percent of third graders were promoted to fourth grade under conditions of the Alabama Literacy Act and reading data continues to indicate strong growth throughout the year at both grade levels. After being recognized as an ARI Science of Reading Spotlight School in 2024, our team has been selected to present our schoolwide approach to reading intervention at the BRSE National Conference in December 2026.

3. Staff Development - Almost all certified teachers have completed LETRS training, and many have received additional training through IMSE, Spire, and other programs. One classroom teacher is a Certified Academic Language Therapist (CALT), a reading interventionist is currently in year two of her training, and another classroom teacher began training this year. All instructional staff will continue to receive professional development through Educational Epiphany and Curriculum Associates. During summer 2026, teachers participated in teacher-requested, teacher-driven training with our LRS to adjust aligned phonics routines across grade levels.

4. School Climate/Culture - Teachers continue to voice satisfaction with our approach to instructional collaboration and classroom management/discipline. Although we hope to see broader involvement, the parents involved in our school through PTO state that they feel welcome and believe their kids are safe and cared for at school. We provide resources to families to support growth in reading, math and language acquisition.

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

Perception data: Perception data was analyzed through survey data. 100% of parent respondents stated that they feel welcome at the school, believe the school responds to their questions or concerns promptly, and helps them support student success at home. 100% of parent respondents also stated that they are given an opportunity to participate in decision making and are comfortable with their level of involvement. 100% of parents reported that they are “happy” their child is at the school and believe the staff cares about their child. 75% of parent respondents stated they feel that their child is safe at school, although 100% stated that they feel the school takes appropriate safety measures for students, feel that students are prepared for emergencies, and feel they, as parents, are informed by the school in case of emergencies. 100% of parent respondents said they feel that the school has “high expectations” for students, that teachers are available to parents, and that academics, attendance and discipline are important and reinforced.

Student Achievement: Multiple sources of student achievement data were analyzed, including i-Ready, mClass, ACAP Summative/Alternate/Supplemental, and WIDA Access. As documented previously, mClass and iReady indicate strong progress in both grades throughout the year. Third grade ACAP Summative data indicated 54% proficiency and 88% sufficiency in reading, with 98% of students being promoted under the Alabama Literacy Act. WIDA Access data indicated that 53% of learners achieved their target growth scores.

School Programs/Process: We have established continuity with our approaches to common planning/instructional collaboration, data, MTSS, and classroom management/discipline. For 2026-27, the leadership team worked to adjust our master schedule to (a) more effectively integrate Tier 3 times for reading and math, (b) provide structured times for special education, guidance, and EL services, and (c) continue to embed protected times for teachers to train and collaborate within the school day.

Demographic Data: In 2026-27, CES will be home to approximately 60 staff members, 194 second graders, and 205 third graders. The number of females to males is 199:200. 158 students (39.7%) identify as “White,” 152 (38.2%) identify as “Hispanic/Latino,” 57 (14.3%) identify as “Two or More Races,” 22 (5.5%) identify as “Black,” 6 (1.5%) identify as “Native Hawaiian/Pacific Islander,” and 3 (0.75%) identify as “Native Indian/Alaska Native.” 157 students (40%) receive multi-language services and 40 (10%) receive special education services. 70% of the student population is classified as economically disadvantaged.

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

CES goals are data-driven and aligned through analysis of formative, summative, and anecdotal data from various sources. 2026-27 goals address our needs in reading, mathematics, and EL growth.

Reading - Student data will drive our approach to tiered literacy instruction. Teachers will supplement the core CKLA program with Phonics for Reading or Magnetic Reading Foundations Magnetic. Teacher participation in Educational Epiphany is driven by district-wide vocabulary data.

Math - Refinements to the master schedule were directly connected to ACAP math data and the requirements of the Alabama Numeracy Act. Our master schedule provides a sheltered, multi-tiered approach to mathematics instruction. AT teacher request, we have purchased additional resources to support hands-on mathematics learning and exploration.

EL - Our EL goal is directly connected to WIDA Access data and status as a TSI school. With our instructional team in place, additional resources purchased, and refinements made to the master schedule, we believe our 2026-27 goal is ambitious yet achievable..

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

Goals are derived from a compilation of demographic, historical, formative and summative academic, survey, and anecdotal data. Data was obtained from multiple sources, including academic platforms, state reporting, district databases, face-to-face meetings, and anonymous surveys by students, teachers, and community stakeholders.

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

Goals are based on multiple sources of disaggregated data. The needs of all students have been considered, with special focus given to students who are disadvantaged. All students will benefit from protected reading and math blocks and multi-tiered instruction, including modifications to reading and math intervention and instructional routines based on summative data. All students benefit from a culture of increased collaboration among students, faculty and stakeholders. All students, and particularly disadvantaged students, benefit from instructional support, materials, and opportunities. Students who are disadvantaged will receive tiered instruction, progress monitoring, academic support, and appropriate resources. Special populations, such as students with IEP, I-ELP, or GEP plans, have individualized education plans and services to support their needs.

Component 2: Schoolwide Reform Strategies (Sec. 1114 (7)(A)(i)(ii)(iii)(I)(II)(III)(IV)(V))

1. Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and

help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Our master schedule protects dedicated time for tiered reading and math instruction, reading and math intervention, and coordination of services for students who receive special education, multi-language, guidance, etc. Reading and math intervention groups are informed by data and adjusted as needed throughout the year. English learners receive services by push-in, pull-out, or both. Special education students receive reading, math, and other services as indicated by their IEPs. Gifted students are identified in second grade and begin services in third grade. Our gifted specialist provides services as outlined in each student's GEP.

During common planning, teachers collaborate to analyze data, revise pacing and planning, and appropriately adjust instruction. Decisions will be based on a variety of data - diagnostic, progress monitoring, formative assessment, and common summative assessments. Teachers will also participate in data and MTSS meetings to collect and analyze data in order to make informed decisions.

Student and teacher schedules promote collaboration, intervention and enrichment, with special attention given to support students in need of intervention. EL, gifted and speech teachers work closely with classroom teachers to serve individualized student plans and meet student needs. Teachers work together to monitor data and adjust instruction. The weekly schedule also provides enrichment through music, library, art, and guidance specialities.

Our leadership team meets monthly to share leadership decisions, provide input to the principal, evaluate progress toward school goals, and identify problems of practice and/or opportunities for growth. The leadership team may schedule visits with schools, participate in PD, or attend conferences. The principal will participate in continuing education and network with district and other administrators to pursue best practices to meet student needs and support increased achievement. CES and district leaders will invest in equipment, staff, curriculum, programs, and facilities as necessary to remain highly effective and achieve school goals.

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.)

Student mental health is addressed through a multi-tiered approach that includes guidance classes for all students, a school-wide emphasis on character development, a school-wide classroom management and discipline process, and guidance/character ed specialty classes. Small groups meet with the counselor weekly, and students in need of Tier 3 meet with the counselor individually. In 2026-27, BCS adopted the Peer Helper program, which will seek to ensure that all students have trusted friends and advocates at school. All students participate in school-wide programs such as Red Ribbon and Starts with Hello Weeks, Liberty's Legacy, Career Day, etc. Students in need may receive support from Christmas Coalition, reading buddies, food/clothes pantry and community mentors. All school personnel receive de-escalation training and collaborate with our guidance counselor to support students. Additionally, our guidance counselor provides small group and individual support to students in need. The school counselor works in cooperation with the district mental health coordinator as well as community entities, such as the Department of Human Resources, the Learning Tree, and Mountain Lakes, when necessary. Unique needs may be served through individualized education or behavior plans.

All CES students benefit from rigorous, vertically-aligned instruction and assessment that supports achievement. Students consider their learning goals and take responsibility for their own learning through data conferences. Third graders may be nominated to represent the school as a member of the Corley Congress. The school counselor works with community stakeholders to present an annual Career Day.

As part of our school-wide classroom management and discipline plan, each student maintains a conduct log, which determines each student's conduct grade. Conduct logs manage Class I behaviors - as indicated by the district Code of Conduct, with twin goals of student ownership and parent involvement. Teachers and students document Class I behaviors, redirection/intervention actions, and parent contact. Teachers are encouraged to make frequent, proactive contact in order to encourage positive, and discourage negative, behavior. Teachers and administrators attempt to work collaboratively with parents to develop solutions for behaviors. At minimum, teachers are required to make documented parent contact following the third Class I violation. If unwanted behavior continues, the counselor will meet with the student, document, and involve parents to a greater degree in search of solutions. If necessary, the guidance counselor will oversee the development of an action plan, agreed upon by student, parent and teacher. Should unwanted behaviors continue, the student will be referred to administration. Students with behavior intervention plans or individualized education plans will receive additional support as documented in their plans. Through PTO, regular activities and/or programs will be scheduled to reinforce wanted behaviors.

Students may also receive positive office referrals in celebration of exceptional behavior.

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.**

The district offers Extended Day as a valuable service to students and parents. CES offers tutoring before and after school. Reading and math tutoring is offered on Mondays and Wednesdays each week for an hour each day. Tutoring is provided by teachers who, at minimum, have received/are receiving LETRS and multi-sensory training.

At CES, students benefit from 1:1 technology in the form of Chromebooks. Students with academic needs may check their Chromebooks out from school to be taken home. The Chromebook provides access to academic materials and teacher support.

Students and families have consistent access to teachers through ParentSquare. Teachers use ParentSquare to receive announcements and alerts, stay informed of opportunities to support their child's education, and communicate with teachers. ParentSquare supports multi-language families through embedded, two-way translation.

The district and CES partner with community organizations such as the Boaz Public Library, Neighborhood Bridges, Snead State Community College, and the Boaz Recreation Center to provide academic, social, and behavioral enrichment through community programs.

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 homeless, migratory, limited English proficient children, and foster care students have equal access to the same free appropriate public education provided to other children and youth. Such children will be provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The enrollment of homeless, immigrant, migrant, limited English proficient children, and foster care students shall not be denied or delayed due to any of the following barriers: lack of Birth Certificate, lack of school records or transcripts, lack of immunization or health records, lack of proof of residency, lack of transportation, guardianship or custody requirements.

Approximately 70% of our 2026-27 student population is economically disadvantaged. We provide breakfast and lunch at no cost to students. All basic school supplies are provided at no cost to students. Through community partnerships, backpacks and lunchboxes are available through confidential

requests. All curricula is provided and CES charges no academic fees to students. The district also provides 1:1 technology for all students.

Migrant, homeless, and delinquent/neglected students receive the same services/ resources as other students, as well as other provisions. Students are identified through our district liaison. Once identified, migrant, homeless, and delinquent/ neglected students pay no tuition.

Approximately 40% of our students are multi-language learners. These students are screened as soon as possible, and their WIDA Access scores provide insight into the instructional support they need. Multi-language learners receive instruction from two highly-qualified teachers, support from two full-time instructional aides, and access 1:1 technology. Two-way translation is available to all students and families through ParentSquare. The school also employs a part-time translator/interpreter who supports student success and provides translation services in person and in print. All staff members have access to pocket translators.

CES currently has one self-contained special education classroom and one resource room. Over the past two years, and in response to student needs, our special education staff has expanded. We now employ three full-time, certified special education teachers along with five full-time special education aides. We also provide a sensory/activity area for students with unique needs. Special education students receive the same provisions as their general education peers. IEPs guide instructional schedules, services, accommodations, etc. Students whose plans call for speech services receive those from a full-time SLPA.

Boaz City Schools employs a mental health coordinator to support unique social and emotional needs. The district and CES also partner with paraprofessionals and other agencies to provide parent education, family support, counseling, and occupational therapy. We partner with DHR and local counseling centers as well, and actively support initiatives such as Starts with Hello, Project Literacy, Neighborhood Bridges, Liberty's Legacy, and Christmas Coalition. In 2026-27, we will implement the Peer Helper program.

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.

Since the majority of our EL students speak a form of Spanish at home, we translate paper documents and information published through the Boaz app into Spanish. CES employs a part-time translator that supports students, facilitates parent-teacher meetings, phone calls, and school meetings, and translates printed resources. We also provide recorded translation. CES also provides the ParentSquare platform to support two-way translation.

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

At the conclusion of the 2025-26 school year, three certified teachers retired, two transitioned to new roles within the district, one advanced into administration in a neighboring district, and one left public education. This produced a teacher retention rate of 82% (or a turnover rate of 18%).

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

Due primarily to retirements over the past few years, our faculty has become younger and is a blend of beginning, mid-career, and veteran teachers. In response to increased numbers in our student population, our faculty has grown in size. 54% of certified staff members hold Bachelors degrees, 34% hold Masters degrees, and 13% hold Educational Specialist degrees. In addition to our certified faculty, we are supported by instructional coaches, interventionists, instructional aides, paraprofessionals, and contract services. We have three National Board Certified teachers, one Certified Academic Language Therapist, and two staff members pursuing CALT certification.

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

While we have experienced a slightly higher turnover rate over the past few years, we are fortunate to have stability and established teacher leadership. To facilitate staff satisfaction and retention, we have new initiatives from our PTO and Sunshine Committee and are partnering with local businesses, restaurants, etc. to provide incentives to teachers. We protect time for instructional collaboration, and our teachers are supported by two instructional coaches. The master schedule protects planning time for all teachers. We have consistently implemented a schoolwide classroom management and discipline process to support teachers and students. Teachers new to the building work within groups, and teachers new to the profession receive support from dedicated mentors for their first two years.

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

Diagnostic and ACAP achievement data informs professional development in reading and math. All classroom teachers have either completed LETRS training or are currently enrolled. In order to support reading instruction and intervention, teachers are trained in various programs such as CKLA, OG, Spire, IMSE, and CALT. Teachers receive embedded support in math instruction through our iReady consultant. An iReady consultant provides embedded, onsite training in the use of iReady/Ready Classroom Mathematics.

Teachers meet weekly for common planning, during which they monitor i-Ready pathway data in reading and mathematics, as well as classroom data. Teachers evaluate common assessments and revise as needed. Teachers use data to adjust pacing, sequencing, and daily instruction. During data meetings, teachers analyze diagnostic and progress monitoring data in order to support student growth and

achievement. During MTSS meetings, at-risk student data is used to make informed decisions for student support.

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

Professional development is provided in various forms and at differing levels. Tier I development happens weekly/monthly and during regularly scheduled PLCs as teachers collaborate with the principal, reading specialist, and math coach. Our instructional coaches provide mentoring, ongoing support, and dedicated coaching to teachers as needed.

Data and MTSS meetings also provide PD as teachers analyze data and make informed instructional decisions. The district provides broader opportunities for teachers to develop together through vertical teaming meetings, content-specific training, summer workshops, and support from curriculum specialists, content coaches, and partners such as Curriculum Associates and Educational Epiphany.

All CES core teachers and admin have either received or are completing LETRS training. Additional training is provided as needed and available. Teachers are encouraged to pursue advanced degrees and National Board certification. The district operates a cohort to support teachers in pursuit of National Board certification. Instructional staff continues to receive learning opportunities through Educational Epiphany. Staff may also participate in workshops, conferences, and other events as opportunities arise.

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 teachers to the district/school work in collaborative groups. First- and second-year teachers receive more intense mentoring from a veteran teacher (mentor). Mentor teachers help new teachers learn the district/school, model for them, and provide the information and support they need to be successful. They work closely during common planning, data meetings, etc. Our instructional coaches provide ongoing mentoring and feedback and participate with teachers in formal coaching cycles, as needed. The district offers quarterly workshops for new teachers and a leadership academy for teachers exploring opportunities in administration. Within our state, we are supported by ARI, AMSTI, OMI, and other arms of the ALSDE.

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

All professional development is directly related to school and district goals. Teachers work together in teams in order to strengthen best practices. Teachers model lessons for one another with feedback and reflection through peer coaching. The principal and instructional coaches work with teachers to ensure that they are implementing agreed upon strategies. Walkthroughs and observations are

conducted to analyze classroom practices, create conversation, and provide feedback and support.

CES and district administrators utilize data to determine priority needs. Job-embedded PD provides ongoing, site-based, or virtual support to teachers. Ongoing professional development is provided through ARI, AMSTI, LETRS/Lexia Learning, Curriculum Associates, etc.

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.

First grade students from Boaz Elementary School visit CES in the spring of each year. While they are on campus, the principal and guidance counselor conduct a student orientation. Members of the Corley Congress lead first graders on a school-wide tour, and information is sent home to parents. Likewise, third graders from Corley visit Boaz Intermediate School, where a similar orientation is conducted to support their transition. Before school ends, information about online registration and the next school year is sent home to parents. This information is repeatedly shared throughout the summer in print, online, and through our parent engagement platform, now ParentSquare. CES offers multiple times and dates throughout July to provide onsite registration support to parents. CES provides translation services in person and in print. Prior to the beginning of school, CES hosts Meet the Teacher to allow students and parents to meet their teachers, tour the school, and obtain information about the school year. CES teachers also send home welcome letters to students and parents. We host parent nights for Title I and the Alabama Literacy Act.

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?

CES instructional leaders and teachers work together to compare data from ACAP, mClass, i-Ready, and WIDA Access. Diagnostic and ORF data are used as predictors of ACAP achievement. Multiple sources of data are used to support students and adjust instruction. In reading, teachers consider the correlation between data sources. Third grade teachers build reading portfolios for all students. Data for students who receive multi-language or special education services is coordinated with all staff who work with the students. Our MTSS team analyzes data, monitors progress, and works together to ensure that appropriate instruction or intervention is provided to students. In this way, CES leadership can best determine if schoolwide goals have been met. This data can then be used to support the development of future goals to ensure continuous improvement.

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?

Crosswalking multiple points and types of data supports conclusions. In addition to Tier I instruction, students identified as Tier II or III learners receive intervention through small group instruction. Tier III, special education, and EL learners may also receive extra time in their personalized learning pathway in i-Ready. WIDA ACCESS data is correlated with other sources as well, in order to determine progress for EL learners.

During data and MTSS meetings, students who are furthest away from achieving state standards are discussed, and data is used to analyze current efforts to support their achievement. Instruction and intervention are adjusted throughout the school year in response to data and teacher feedback.

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 process of review and revision is ongoing. Multiple points of evaluation are provided during the school year. Each year begins with data review and analysis. Decisions are then revised based on data from the previous year. During data and MTSS meetings, data is used to analyze current efforts to support student achievement. Students are monitored in i-Ready, mClass, and classroom assessments. Early years assessments, in reading and math, are administered, and data is used to inform instruction, intervention and improvement processes. Teachers participate in weekly common planning and administer common assessments, which inform student progress toward state standard mastery throughout the year. At any time, CES leaders and teachers may decide to continue interventions or modify their approach, based on data. Instruction is also monitored through instructional walkthroughs, teacher observations, and informal feedback. Parents also provide evaluation through progress reports, reports cards,

parent meetings, and twice-yearly district data meetings. The leadership team uses all of this information to continually assess the schoolwide program and make adjustments.

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.

State of Alabama School Foundation Program funds are distributed based on enrollment/units allocated. All Foundation allocated units are located at the school. State (CIS) funds provide professional development, technology resources, and library enhancement. Title I funds provide direct student support through supplemental personnel, supplies/materials, technology, instructional materials/ subscriptions, substitute teachers, and professional development. General funds from the LEA also provide support to the comprehensive budget of the school. CES also benefits from ARI-funded personnel such as our reading specialist and interventionist. Our math coach is funded through AMSTI.

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The Boaz City School System has made remarkable accomplishments in developing a great school system for the students of this small rural agricultural area in Marshall County located in northern Alabama. Each department collaborates in the implementation of an integrated high quality educational experience for students in the following manner:

Cooperatively working together in ensuring the project plans, goals and objectives are communicated with the central office staff responsible for the program and fiscal management being in compliance with state and federal regulations.

Coordination of appropriate services with Title I to provide services to students to ensure high academic standards for all students, parenting activities, professional development and provision of the early childhood component to children, if needed.- Coordination of appropriate services with Homeless to provide resources

to families who are by definition homeless and enrolled at the school. Services include health care, tutoring, housing and other services as needed.

Coordination of appropriate services with English as a Second Language by providing staff to provide supplemental services to families with Limited English Proficient children.

Coordination of services with Office of School Readiness and Head Start to provide referrals as an early childhood component and coordinate professional development.

Coordination of services with N.E. Adult Education to provide teachers, materials, tests, and professional development/training as needed.

Coordination of services with Boaz City Schools Child Nutrition to provide nutrition counseling, food service (breakfast, lunch).

Coordination of services with Boaz City Schools Special Education in the vision, speech and developmental assessment screening of children and by providing service to the children who qualify for disabilities covered under Special Education.

Coordination of services with Boaz City Schools Community Education Program in parent involvement, parent training, supplemental education programs, community relations and enrichment activities.

Coordination of services with the Boaz City Schools Migrant Program by providing additional supplemental services to families who certified as 'Migrant." Services provided are supplemental education, medical, academic assistance, clothing, and referral to other appropriate agencies.

Planning activities that relate to the consolidated plan including parent involvement, identification and selection of students with the greatest need and/or use of resources, and the coordination with all existing programs under the Elementary and Secondary Education Act that includes the Stewart B. McKinney- Vento Homeless Assistance Education Act and the Limited English Proficient Education Program.

Coordination with the Dwight D. Eisenhower Professional Development Program (Title II) to assist in professional development and access to other programs, which are available.Staff and administrative representatives of all programs within a school are active members of school planning teams and realize that the Title I School-wide process is a dynamic ongoing continuous improvement model and that parent involvement and academic improvement planning are integral influences on year-long Title I planning for all students.

Coordination is achieved through reviewing needs assessment data and collaborating resources to provide the most efficient and effective means of services to specific populations of students as needs are identified. This may be in the form of supplemental supplies, services, or personnel without consideration given to the original and primary source of support for these students.

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

Title I Committee

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))

Corley Elementary School hosted its annual Meeting of Title I Parents and Open House on Thursday, September 24, 2026. Our meeting was promoted school-wide in multiple languages via ParentSquare, and printed invitations were sent home with students. Two announcements and a same-day reminder were posted in ParentSquare. Through PTO, parents participated in the Title I Committee and were involved in meeting preparation and communication.

During the Meeting of Title I Parents, the Principal used a powerpoint prepared by the Alabama State Department of Education to provide parent and community education. The purpose of the meeting was to educate/inform parents of the school's participation in Title I, the requirements of Title I, explain the rights of parents to be involved in the education of their children, and encourage parent involvement. The principal explained what it means to be a Title I school, what the 1% set aside monies for parental involvement are, what the LEA Title I plan is, what the LEA Parental Involvement Policy is, what the ACIP is, what the School Parent Compact is, how parents request the qualifications of their child's teacher(s), how the annual evaluation of the Parent Involvement Plan is conducted, services and personnel available through Title I, and how parents can be involved in all aspects of Title I.

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

At parent request, PTO meetings are typically held prior to or just after school dismissal. However, alternate meeting times are used, and participation through Zoom, etc. is available to any parent who wishes to attend virtually. PTO actively attempts to increase involvement throughout the year to provide opportunities for more parents to be involved. Parents volunteer for a variety of school events. At any time a parent can schedule a meeting with the CES Principal to express concerns regarding their child or the school in general. Parent meetings are offered before and after school, during teacher planning periods, and virtually. Services are provided as available and supported by community and district resources.

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).

During school registration, Meet the Teacher, Title I Parent Meeting, and other events/activities, parents are informed and involved in creating and implementing school plans. Parents are involved in PTO as well as shared leadership within the school. During PTO meetings the School-Parent Compact and Parent and Family Engagement Plan will be discussed and revisions made.

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

Parent Involvement funds are used to purchase parent communication resources, such as parent communication folders, car and bus tags, materials for teacher welcome letters, and materials for printed resources that support parent involvement.

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))

CES employs a part-time translator who is available to support students and families three days a week during the school day and at parent functions such as Registration, Meet the Teacher, Parent Night, and Title I Open House. Our translator supports parent meetings, workshops and conferences. The school also utilizes an on-call translation service as needed. All parents have multiple opportunities to meet with teachers to discuss curriculum, goals, student progress, behavior, and assessments. The school schedules opportunities for meetings, but meetings may also be scheduled by parent request. The ParentSquare platform provides digital two-way communication in multiple languages, and each classroom is equipped with a pocket translator. CES maintains an open door policy, and staff members are committed to proactive parent and family involvement. Each class provides a syllabus and the district makes information about curricula and resources available at all times in print or via the district website.

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, staff and students annually review and revise the CES School-Parent Compact. At our Meeting of Title I Parents and Open House, the Principal presents the compact, explains its significance, and accepts feedback. The School-Parent Compact is available in English and Spanish at all times on the CES website or in print from the CES office.

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

Corley Elementary School follows the district Parental Involvement Policy (Family Engagement Plan). Parents may provide comments of dissatisfaction for any section of the Continuous Improvement Plan to the Principal, CES Leadership Team, or PTO Team. Parents have a variety of methods through which they may communicate dissatisfaction: phone calls, meetings/parent conferences, or in writing by email or regular mail. Administration will address the complaint with Title I personnel, the school Leadership Team, or the district Director of Federal Programs. Parents are also given multiple surveys throughout the school year to provide their input regarding the Title I Program/use of Title I funds.

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.

Corley Elementary School shall provide training for parents of participating children in understanding such topics as the state's academic content standards and student academic achievement standards, state and local assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children, such as literacy and math training and using technology, as appropriate to foster parental involvement.

Corley provides parent resources and education at school-wide events, Meet the Teacher, Title I Parent Night/Open House, parent conferences, and other opportunities as available. We send home PowerSchool Parent Portal access codes, use ParentSquare to maintain open lines of communication between home and school, and regularly send home work samples, classwork, completed assessments, and data reports. We communicate information related to the Alabama Literacy Act monthly and communicate as needed with parents to support student success. Engagement is ongoing through conferences, progress reports, report cards, diagnostics, as well as summative academic assessments such as WIDA Access and ACAP.

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.

Parent involvement receives continuous focus. The administration will share with the faculty and staff the culture/climate survey and the importance of Title I with students, parents, staff, and stakeholders. Through focus groups, we will analyze data from parent surveys and develop plans to increase parental involvement. Teachers, office personnel and other school staff are trained on how to communicate with parents through telephone calls, parent/teacher conferences, daily folders, parent notes, e-mail, ParentSquare, and web pages.

Our Parent-Teacher Organization (PTO) provides input to the District Parent Involvement Committee during district data days and assists in planning parenting activities for the district and local school. The faculty and staff reach out to parents to encourage them to volunteer with school activities. PTO actively encourages parent involvement and supports school improvement and communication.

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.

Our district hosts fall and spring data days for shareholders to view data, review goals, assess, and be involved in improvement processes. At the school level, CES provides multiple opportunities for parental involvement including by not limited to:

Liberty's Legacy, Start with Hello Week, Red Ribbon Week, character education/ guidance program, reading buddies, book fairs, PTO Birthday Carts, parent conferences, published calendars, and ongoing communication through the ParentSquare platform.

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.

Registration information and school information throughout the school year is translated into Spanish for students and parents who speak Spanish. We have a translator available to support communication between school and home. Staff may also utilize a translation service as needed. During registration, Meet the Teacher, Title I Parent Night, parent conferences, portfolio meetings, IEP/I-ELP/GEP meetings, and other school and community events, our translator and Spanish-speaking teachers assist parents and families. We also use ParentSquare for all students and families to provide a simple, easily accessible translation platform. Our district has additional staff that can translate information given to parents into a language they can understand.

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.

Throughout the year, parents may request support or make recommendations regarding parental involvement. These requests and recommendations are considered by our PTO and Leadership Team. Throughout the school year, parent surveys are given to every parent to give suggestions and input regarding parental

involvement activities: specific activities, specific topics for workshops, at convenient times and effectively communicated. These surveys are analyzed and evaluated. Ideas from these surveys are implemented in the next school year's Continuous Improvement Plan. The committee and faculty make decisions regarding requests and recommendations. Every effort is made to work with parents in meeting their requests as related to their involvement in their child's education. PTO actively engages parents in order to encourage involvement/ support.

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))

Parents whose primary language is Spanish will be supported by a translator who can provide assistance in parent meetings and parent education. Translation devices support office staff and teachers in their work with students and families. On-call translation services are also available, as needed. District liaisons advocate for and support parent involvement. All CES classrooms have pocket translators. EL teachers, instructional aides, district directors, migrant recruiters, and community partners to support students and families with limited English proficiency. The ParentSquare platform provides a wider range of translation opportunities and a simple method of communication. Printed school-home communication/education is also translated.

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 26-27

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)
26-27 Parental Involvement Plan		•
26-27 School Parent Compact		•
Coordination of Resources 26-27		•
Title I Committee		• 1
Title I Committee Documentation		•