



2022-23 Title I Schoolwide Diagnostic for ACIP 2022-2023

2022-23 Title I Schoolwide Diagnostic for ACIP

Saraland Elementary School
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Table of Contents

Instructions	3
2022-23 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	12
Parent and Family Engagement	13
Coordination of Resources - Comprehensive Budget	18
eProve™ strategies: Goals & Plans	19
Attachment Summary	20

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.

2022-23 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Administrators and Continuous Improvement Plan (CIP) leadership team members meet quarterly to review a variety of data from the 2021-2022 school year to help guide instruction for the 2022-2023 school year. The needs assessment was developed from the areas of concern identified in the quarterly reviews.

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

The comprehensive needs assessment revealed that students were not performing as high in math as they were in reading; additionally, there was a need to improve school attendance.

3. What conclusions were drawn from the results?

Saraland Elementary School (SES) is focused on implementing a continuous improvement plan that addresses the needs identified during the comprehensive needs assessment process. The CIP team identified several areas of improvement and developed critical initiatives and activities to reach each priority established for the CIP. Reading and math were identified as areas for improvement in all grade levels. Even though students exceeded benchmark standards set for ACAP, specific areas in reading and math will be targeted for improvement. Specifically, reading and math instruction will be a major focus for all grade levels. Professional development will focus on incorporating multiple instructional strategies designed to meet the needs of all learners. It will also focus on increasing rigor in classroom instruction and on assessments. With the implementation of a new reading program, teachers will continue efforts to increase rigor in classroom instruction and on assessments.

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

SES has a growing student population which results in a continuous need for additional resources. Student achievement is a priority and additional resources are needed to meet the learning needs of all students. The students as a whole group exceeded state averages and benchmark goals on the Spring 2022 ACAP test administration. However, data indicates specific areas of focus for the 2022-2023 school year. Third grade reading instruction will focus on integrating knowledge and ideas. Fourth and fifth grade reading instruction will focus on text dependent writing. Third through fifth grade math instruction will focus on measurement and data.

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

Each of the school's CIP priorities directly relate to a need identified through the needs assessment process. ACAP results indicate a weakness in math. The school will continue to focus on improving this area using the CCRS to improve student learning. Also, professional development focusing on rigor and differentiated instruction will be implemented throughout the school year.

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

Each strategic theme and critical initiative was developed to address a specific, identified weakness. The academic priority was developed after analyzing student assessment data. The student support priority was developed after reviewing attendance data and advocacy program feedback. The technology priority was developed after reviewing technology survey data, usage reports, and the school inventory.

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

The themes and objectives in the plan address the needs of the whole school population (including those with special needs) by focusing on improving first delivery of instruction, Tier II instruction, Tier III instruction, and providing resources for all students. Additional initiatives and activities focus on helping struggling and/or disadvantaged students in specific content areas.

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

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 themes and objectives in the plan address the needs of the whole school population (including those with special needs) by focusing on improving first delivery of instruction, Tier II instruction, Tier III instruction, and providing resources for all students. Additional initiatives and activities focus on helping struggling and/or disadvantaged students with specific content areas for Tier III pullout programs in reading and math. Although there is no substitute for high-quality classroom instruction led by highly qualified educators, SES uses a variety of programs to aid in remedial and advanced instruction. Programs like Reflex math, iReady reading and math, myON, and Accelerated Reader allow struggling students to practice math facts or improve reading comprehension at their current academic levels while allowing proficient students to increase their knowledge as well. Nearpod allows students to view content shared by their instructors, complete assignments to extend knowledge, and receive feedback where appropriate. For the 2022-2023

school year, SES purchased Social Studies Weekly for all grades and Science Weekly for fourth grade. In addition to the core curriculum, SES students receive instruction in art, music, computer, and library media. Through the exploration of these specific areas, students have experiences in the fine arts, learn how to use library resources, and gain exposure to digital citizenship and literacy standards.

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.)

All SES students attend a bi-weekly character education class with the school guidance counselor. Lessons taught are selected by the counselor to meet the social and developmental needs of students on each grade level. Additionally, the counselor has time set aside each day to meet with students to address issues they may have at home or at school. At times, the counselor identifies students who would benefit from professional mental health services through the school-based program. To meet the needs of all children in the school and encourage school attendance, SES employs a school nurse.

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 school has increased the number of devices and has access to a LMS (Schoology) so that students have greater access to platforms that can be used beyond the regular school day for remediation. Teachers will also provide additional resources for parents of struggling students. Saraland Elementary is offering after school tutoring for second and third grade students with a Student Reading Improvement Plan (SRIP).

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.

Students at SES have access to all services and programs available including free/reduced lunch, Title I services, EL services, special education services, and counseling services. Also, Saraland Elementary School employs various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and student performance standards without being stigmatized or isolated. The administrator identifies limited-English proficient students upon enrollment. Each student receives a home language survey used to determine eligibility for limited-English proficiency testing. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine eligibility to receive services through the English Learner (EL) program. If the parent or guardian agrees for the student to receive services, an English Learner (EL) committee convenes to determine appropriate services and placement for each individual student. There are a variety of services for all EL students is provided such as content area tutoring, pull-out EL, pull-out for individual support, and content-based EL. The EL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access Test and is performing on grade level, the student becomes eligible to exit the EL program and will be monitored for two years to ensure success. The administrative team or counselor identifies migrant students upon enrollment. Parents or guardians of each student receive a migrant education survey to determine student eligibility for the migrant program. Migrant students have access to all services and programs available. The administrative team or counselor identifies homeless students upon enrollment and provides them with support. The school uses Alabama State Department of Education federal regulations and definitions to identify homeless students. Homeless students have access to all services and programs as all students do. Neglected/delinquent students are identified when contacted by one of the following sources: Department of Human Resources, LEA Attendance Officer, or parent. The administrative team or counselor identifies possible needed services for such students. The LEA attendance officer works with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs. Economically disadvantaged students are identified through the application for free and reduced lunch. Such students receive access to all programs and services available. All students receive non-emergency health care services from a school nurse. The school counselor, along with the nurse, address home/environmental concerns that may impact learning.

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.

Saraland City Schools employs an English Language teacher who translates results to parents of English Learners in their native language. In addition, classroom teachers have access to classroom reports that can be translated into other languages.

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

SES has minimal teacher turnover. As a result of continuous growth, the school hired a total of eight new teachers for the 2022-2023 school year. SES is fortunate to have excellent teachers who serve as mentors to all new teachers. These mentors support teachers in every endeavor of the educational process.

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

Over fifty percent of teachers at SES hold a master's degree. Three teachers have been awarded National Board Certification. The school has two first year teachers.

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

Teacher turnover rate is minimal at SES. Saraland City School System central office personnel and local school administrators attend job fairs to promote employment with Saraland City Schools. Local schools also utilize Teach in Alabama and work closely to form partnerships with the College of Education at local universities.

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

ACAP data are closely analyzed to identify areas of strengths and weaknesses. Professional development is tailored to help decrease areas of weakness. Instructional partners work closely with administrators and teachers to plan and implement professional development. Numerous professional development opportunities are conducted throughout the year.

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

The professional development opportunities identified are as follows: Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Reading Initiative (ARI); Technology in Motion; Key Leaders Network; Powerful Conversations Network; Parenting Day; iReady Training; Nearpod training; Reflex Training; NewsELA Training, and Brain Pop Training.

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.

SES has a mentor program in place in which seven teachers will be participating for the 2022-2023 school year. Teachers have been paired with experienced mentor teachers to assist them with successfully carrying out all job expectations.

12. Describe how all professional development is “sustained and ongoing.” Professional development is job-embedded and continuous. Support is provided to teachers throughout the school year. In addition, it is monitored quarterly during ACIP meetings.

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 graders will attend a field trip to SES in preparation for the transition from the early education center to the elementary school. During this field trip, students will tour the building, meet second grade teachers, administrators, and the counselor. Fifth graders will also visit the middle school in preparation for the transition from elementary to middle school. The middle school also conducts a week-long camp in the summer as part of the transition program.

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

(N/A for Elementary Schools)

N/A

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

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

The CIP Committee analyzes data on a quarterly basis. Percentages of proficient and non-proficient students in reading, math, and writing are discussed. Indicators of academic achievement may include, but are not limited to the following: quarterly averages, end-of-unit assessments, iReady Reading and Math data, and writing data. Data from formative and summative assessments will be

disaggregated and areas of focus will be determined based on strengths and weaknesses. These strengths and weaknesses will be supported by the strategic themes, critical initiatives, key measures, and activities in the CIP.

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?

SES committee members will collaborate with grade level peers to determine the effectiveness of the CIP in increasing student achievement. These findings will be reported back to the CIP committee members at quarterly meetings. Analysis of the data will be a true testament in determining how effective the program has been in increasing student achievement for those students furthest from achieving the standards.

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?

At any given time, the CIP may be amended to ensure there is growth in student success. At each quarterly review, discussions will ensue on the evaluation of the effectiveness of the strategic themes, critical initiatives, key measures, and activities of the school-wide program.

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

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.

SES utilizes a variety of funding sources to achieve school-wide goals. State foundation funds and local funds are used to employ a school nurse, paraprofessionals, teachers, and administrators. Title II funds are allocated to the school from the district level. Title I, Part A funds are used to provide additional nursing, paraprofessional staff, and intervention services. Title I, Part A funds are also used to purchase technology equipment and instructional resources. Local school funds are used to provide additional instructional resources for students and teachers.

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).

SES operates a child nutrition program. Breakfast and lunch are served daily.

Approximately 49% of students qualify for the free and reduced lunch program.

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



CIP Signature Page 22-23

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% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Saraland Elementary School (SES) will inform parents of the school's participation in the Title I program and explain the Title I requirements through annual parent meetings. Parents will be notified of the meetings through notices sent home by the students, public postings on the school website, and Schoolcast. Each year a Statewide Parenting Day is held and facilitated by the counselor. Parents are provided with information about their child's school and ways to improve their parenting skills. Title I parenting funds will be used to purchase resources needed to enhance communication with parents concerning their child's academic progress and school attendance.

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.

During the first few months of a new school year, SES holds its annual meeting for all parents of participating children. Parents are notified of the meeting through notices sent home with students, mass communication calls, and public posting on the school website. Topics to be discussed at this year's meetings are: Continuous Improvement Plan; an explanation of the school's curriculum and Alabama state standards; Title I program, participation, its services, and parents' rights; an overview of the Parent and Family Engagement section of the Continuous Improvement Plan (CIP); School-Parent Compacts; and Partnership Conference Forms.

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).

SES believes in involving parents in all aspects of its Title I programs. Parents, students, and community stakeholders serve on the CIP committee and are active participants in the development of the plan. In addition, these representatives are given the opportunity to review and provide input before the plan is completed.

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

SES uses Title I parenting funds to purchase resources needed to enhance communication with parents concerning their child's academic progress and school attendance.

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))

SES provides parent newsletters to keep parents abreast of factors impacting their child's education. At the annual Title I parent meeting, the school will present information about its Title I programs, the curriculum, and forms of assessment used. Parents will become knowledgeable about the following subjects taught: reading, math, language, science, social studies, and physical education. They will also become knowledgeable about procedures for scheduling parent-teacher conferences, tracking their child's academic progress, using PowerSchool home portal, and participating in decisions related to the education of their child. A paper copy of the SES Parent and Family Engagement Plan and a digital link to the online document will be available for parents. Teachers will be available to provide additional information on the subjects they teach and how students are individually assessed. Fourth and fifth grade parents will participate in partnership conferences to understand their child's academic strengths and weaknesses from summative assessments and develop a plan that ensures academic success.

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))

SES revises its school-parent compact annually in June. All parents are given a copy of the compact at the beginning of each school year. The compact is explained to parents, and they are asked to sign the compacts signifying their commitment to working in partnerships with the school to ensure the success of their child. The compacts are discussed with teachers at faculty meetings and teachers are given the responsibility to explain the compacts to students and obtain student signatures. The school principal also signs the compact. Teachers keep a copy of the compact in their classrooms for use during parent-teacher conferences.

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

The CIP committee meets quarterly to review, evaluate, and revise the plan. There are parents, students, and community stakeholders on the committee who represent all the school. Parents are notified through newsletters that copies of the CIP are available in the library and in the school office. Parents are given the opportunity to address unsatisfactory components of the CIP in writing to the school. All parent concerns will be forwarded along with the CIP to central office.

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

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

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

SES will provide training for parents of participating children at its annual parent meeting held at the beginning of the year. At the meeting, parents will receive an overview of the state's academic content standards, academic achievement standards, and assessments. Parents will also receive an explanation of Title I services and information on the parents' rights to be involved in their child's education. Teachers will review how parents can access student information from PowerSchool and how to access resource materials from the school's website and teacher web pages.

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.

SES's CIP committee strives to ensure parent materials and trainings are closely aligned with the school's identified goals. During the school year, topics that address identified school goals will be covered with parents. Because the CIP has identified both math and reading as a goal, the school will provide both math and literacy resources for families at parent meetings.

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.

SES will continue to work with its teachers through faculty meetings, grade-level meetings, and in-services to promote the importance of parental involvement and working with parents as partners in the education process. Teachers will send home bi-weekly progress reports to notify parents of their students' academic success.

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.

SES will continue to work with its teachers through faculty meetings, grade-level meetings, and in-services to promote the importance of parental involvement and working with parents as partners in the education process. Teachers will send home bi-weekly progress reports to notify parents of their student's academic success. Materials can be translated by the English-Learner teacher as needed.

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.

Communication with parents begins with the School-Parent Compact that is signed by the principal, parent, and student each year. Summative testing data is communicated through the use of Partnership Conference Forms. Additionally, SES hosts an annual Parenting Day with guest speakers on topics that have been requested by parents through surveys. In an effort to emphasize the importance of reading, parents are encouraged to attend the Book Fair with their child. SES also encourages parental involvement through parent meetings, where teachers share about course curriculum and resources that parents can access to help students at home.

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 the present time, SES's EL population consists of 6 active EL students and 3 EL students who are in the monitoring phase. Due to the size of the system, the ESL teacher is shared by all four schools in the system. She works diligently to provide support to EL families by providing pertinent information in the students' native languages and serves as a translator for parents during meetings with teachers and/or administrators.

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

 SES Coordination of Resources 2022-2023



eProve™ strategies: Goals & Plans

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

Yes

No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CIP Signature Page 22-23		• 1
 SES Coordination of Resources 2022-2023	Attached is the state budget for FY2023.	•