



Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Dale County High School
Matt Humphrey
11740 S County Road 59 P. O. Box 1140
Midland City, Alabama, 36350
United States of America

Table of Contents

Instructions	3
2023-24 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	13
Parent and Family Engagement	15
Coordination of Resources - Comprehensive Budget	20
eProve™ strategies: Goals & Plans	21
Attachment Summary	22

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.

2023-24 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

We gathered information from various instruments such as PowerSchool (student averages and attendance data), ACT, the pre-ACT, and WorkKeys to determine strengths and weaknesses. At the beginning of the school year, all certified personnel met for a round-table discussion on perceived accomplishments and needs. We used eProve student, parent, and teacher surveys to gauge perceptions of the curriculum, instructional design, and assessment practices.

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

The needs assessment revealed that DCHS is proactive in trying to address weaknesses revealed on the students' ACT performance and in the classroom setting. This is exemplified by the acquisition of CW Prep and Prep Factory and the implementation of ACT Work Keys advisement and ACT Prep classes for juniors. As far as meeting students' diverse needs, we feel we are doing this through the sixteen career clusters as well as ACCESS classes and the opportunity for dual enrollment at Wallace College and Bridge Academy. In meeting the needs of struggling learners, the at-risk coach works to identify those struggling academically and with attendance while an intervention strategist is, again, funded through Title I this year. She is the RTI chairperson and also functions as an ACT coach in preparing tenth- and eleventh-grade students for that assessment. DCHS also has an ACT prep class for all juniors. The needs assessment revealed that, while most teachers are content, improvement of school culture remains a goal. Teachers desire further training to improve teacher efficacy and develop a community of learning. Finally, teachers desire to increase student attendance, engagement, and achievement.

3. What conclusions were drawn from the results?

One conclusion drawn from these results is that school culture can be improved by providing opportunities for students to demonstrate college and career readiness and be involved in extracurricular activities, encouraging positive behavior, and promoting attendance. Another conclusion drawn from these results is that teacher efficacy can be improved by providing training on multiple technological platforms, implementing personalized learning programs, and creating a culture of community learning. Further conclusions drawn indicate that student-centered learning must be cultivated by providing intervention for underachieving students and students with low attendance, utilizing technology, and increasing student engagement.

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

Impacting student achievement, parental involvement, and extracurricular participation in socio-economic status. Demographic data from 2023-2024 revealed that our students are children of poverty (75.9% qualify for free and reduced lunch). The ACIP annual survey made available to core teachers, parents, and students revealed that the majority of responses were far more positive than negative. Students reported feeling that teachers are honest, caring, and fun in their interactions with students. They also indicated that they felt learning is a priority at DCHS and that expectations are sufficient to help them succeed. Parents' responses reveal that they appreciate DCHS for setting clear classroom expectations for their children and requiring students to explain their work. Parents' responses reveal they desire greater communication with teachers and more opportunities to collaborate on individualized learning for their student. Students' responses reveal similar wishes: more engagement and greater responsibility in their own learning.

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

One of the goals for 2023-2024 is to promote positive school culture. This relates to our needs assessment in that, while the majority of students believe that their primary interactions are positive, many students also feel pressured while trying to complete their assignments. In addition, many students also said they feel tired and bored at school. Some ways we plan to address these issues are planning engaging student-centered lessons and promoting student involvement in our schools extracurricular programs. Also, by promoting school safety, we hope to provide an increasingly calm and safe environment for students to learn. This includes a safe online learning environment. Another goal for the 2023-2024 school year is to support teacher efficacy through training. The majority of the teaching staff answered on the survey that they feel support from administration and fellow teachers. At the beginning of the school year via email, administration asked teachers about specific professional development needs and plan to continue to support all staff through professional development. Several of these professional development hours are related to our goals of better preparing students for the ACT. The third goal for 2023-2024 is to cultivate more student-centered learning. This addresses the needs assessment in that the majority of students feel bored at school; this could be remedied by promoting more engaging student-centered learning in which students have a greater stake in their education.

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

The goals are a reflection of students' needs as revealed by the collected data from various sources: The ACT, pre-ACT, ACAP, student attendance and academic data as indicated by PowerSchool, the DCHS graduation rate, and teacher/parent/student perceptions as revealed by school climate and culture surveys.

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

Promoting positive school culture allows opportunities for students to demonstrate college and career readiness at an individual pace and with diversified standards in a safe learning environment. Strategies intended to promote school safety, cultivate student-centered learning, and encourage student involvement in school extracurricular programs are beneficial. The goals address the needs of the whole school population because all students (other than AAA students) are required to take the ACT and participate in student assessments. Supporting teaching efficacy through training specifically addresses students with diverse needs in that teachers will be more thoroughly trained for students exhibiting multiple intelligences and varied abilities.

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.

All classroom teachers teach bell-to-bell and post student-friendly objectives and agendas, including bell-ringer, before, during, and after activities on their classroom boards daily. All certified core teachers (9th-12th) incorporate daily ACT bell ringers, as well as proven reading strategies, into their curricula. All English students, grade 9-12, are required to complete a book talk. All 11th grade students take an ACT prep course, and all 12th grade advisement teachers will hold advisement lessons in lunchroom to discuss college recruitment, military, trade recruitment, and future job ideas.

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.)

- PATH Lessons: Monthly, students in first, second, and third blocks participate in lessons focusing on issues such as bullying, abuse, substance abuse, suicide, etc.
- ACT Prep Class: 11th grade students take an ACT Prep class.
- Career and Technical Education: Students are provided the opportunity to earn credentials in career and technical education.
- Rtl- The Rtl committee meets monthly, working with teachers, parents, and students, to help students on Tiers II and III of Rtl.
- Peer Helpers- This year, we are implementing the Peer Helpers program, and peer-mentor program, to encourage and support students' mental health.

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.**

Individual teachers offer extra assistance and tutorial services as needed. Individual guidance and instruction will also be provided during the 2023-2024 school year by the Intervention Specialist.

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 will receive the additional support they need to be successful in the regular classroom through "extended day" program with a highly-qualified teacher acting as an "intervention strategist." She will be on hand to work not only with struggling learners but also with learners who are challenged by migrant conditions, English-as-a-second-language conditions, and economic conditions to include homelessness and family trauma. The district EL director has shared strategies and procedures with teacher who have EL students. She will also work with EL students who needs extra support. Our foreign language teacher is available to translate, provide assistance with homework and assessments, and communicates with their teachers to make sure they are successful. Additionally, the at-risk coach at DCHS works closely with the classroom teacher.

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.

- At the beginning of the school year, the guidance counselor sent a letter home to parents with instructions for accessing their PowerSchool accounts. This information was posted on the school's website and was pushed out through various social media platforms. Parents are also informed about the timeline for progress reports and report cards via the same means. This information remains available on the school website and in their child's planner.

Additionally, during open house parents made rounds to the individual classroom teachers and each teacher explains his/her process for assessing mastery and posting the grades in PowerSchool. Regarding standardized assessment, seniors receive their WorkKeys results during spring, before graduation, since those results are meaningful to future employers. The ACT mails individual results directly along with a guide on interpreting the results and some test-taking strategies. As for interpreting, our Spanish teacher can provide translation of information if the parents are Spanish-speaking. Otherwise, we would utilize a translation application.

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

The teacher turnover rate from the the 2022-2023 school year to the 2023-2024 school year is 7.692%.

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

34% of certified teachers have masters degrees.

0% of teachers have less than 1 year experience.

14% have 1-3 years of experience.

55% have 4-10 years of experience.

10% have 11-20 years of experience.

21% have 21 or more years of experience

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

Retaining highly qualified and dynamic teachers requires a culture of support and encouragement. We aim to retain our exceptional teachers by developing a positive climate of continual learning. Through the Hospitality committee, our teachers will belong to groups that promote an inviting family atmosphere as well as provide support in times of bereavement. Additionally, new faculty participate in a mentoring program that assists in cultivating positive first-year experiences for novice teachers while also developing leadership skills for proficient, veteran teachers. Teacher survey stated majority of all teachers and staff feel "supported" and "encouraged" at work.

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

Teachers are provided with professional development opportunities through the Alabama State Department of Education, specifically through the Troy University System (Southeast Alabama Regional In-Service Center). Professional development on the effects of poverty on students' academic achievement was required of all

staff members. With the addition of the Intervention coach to our faculty, she is able to provide test scores from the ACT Mock test given twice a year, along with specific data per student, class, and standard for each content area. Additionally, the Career Coach and the At-Risk Coach both provide training, advice, and support to fellow teachers. Data from our ACAP, Pre-ACT, and ACT scores help provide additional professional development opportunities to seek support and training.

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

Professional development for principals includes summer training, mid-year training (Teacher Effectiveness Training), and monthly meetings at the district office. Professional development for teachers includes meetings during the summer for ninth-grade teachers, specifically, on readying ninth-grade students for high school. The district office hosts training for other staff and paraprofessionals. Parents who are willing to take an active role in school initiatives are invited to such events as Open House, LEA annual meetings for Title I, and various extracurricular booster club meetings. Teachers are given the opportunity for professional development such as math and science teachers to become STEM certified, ACT training for core area teachers, or additional technology training. Administration is open to professional development that aims to improve instruction.

11. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

Each teacher new to the DCHS staff is assigned a mentor teacher from within his/her department. The new teacher is given a "mentee manual" to serve as an orientation guide. Additionally, new teachers are trained at a day-long event at district office. Administration is responsible for evaluating the effectiveness of the in-house mentoring program and ensuring that new teachers have scheduled times to meet with their mentor teachers.

12. Describe how all professional development is "sustained and ongoing."

For administration, the district office ensures "sustained and ongoing" professional development by requiring them to attend monthly, quarterly, and annual training. District office also requires similar training for all support staff. Teacher training is "sustained and ongoing" through their compulsory participation at professional development prior to each new school year and then at intervals throughout the school year. Additionally, most teachers serve on various committees that promote academic advancement, and monthly/quarterly meetings ensure additional training and collaboration therein.

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.

To provide a smooth transition for ninth-grade students entering the high school setting, the ninth-grade core classes are located in close proximity to one another on a separate hall from the upper-classmen, while students venture out to other parts of the campus to join upperclassmen for elective courses. The ninth-grade core teachers meet monthly to plan and discuss strategies to assist their students. Also, vertical team meetings with middle school and high school teachers help provide a smooth transition with the curriculum. For seniors, a special advisement featuring representatives from universities, colleges, career/technical schools, and community businesses is held periodically to assist seniors who will be attending post-secondary schools and/or joining the workforce. Seniors also have the opportunity to take dual enrollment classes. Work-based learning helps students develop skills they will need as they enter the workforce after high school. In addition, a representative from Vocational Rehabilitation Services will provide a transition class for our students that receive special education services.

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)

The school identifies students with disabilities by carefully examining school records from incoming eighth-graders and transfer students. The RTI team also works hand-in-hand with teachers in reviewing data in order to identify students who have "fallen through the cracks." Students who are exhibiting problems associated with disabilities, economic challenges, family/home situations, etc will then have access to special monitoring and assistance provided by the RTI team, the at-risk coach, the guidance counselor, and the intervention specialist.

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?

Dale County High School teachers serve on various committees to ensure implementation and subsequent effectiveness of school-wide (and district-wide) initiatives. Such committees include the ACIP Team, the RTI Team, Freshman Academy, Data Team, and Leadership Team. These committees look at data on student achievement, enrollment, discipline, student comments, and parent and

stake holder surveys. Dale County High School also uses the ACIP/Data Team to evaluate standardized assessments data which is incorporated into the ACIP. Departmental meetings are also held monthly so that core teachers have opportunities to examine strengths and weaknesses to better address them through instruction. Efforts are then made to enhance the rigor of instruction to better reflect the complexity of items appearing on standardized assessments. The Intervention Strategist provides data notebooks for core teachers to assess data for their students. This data includes ACAP, Pre-ACT, ACT and Work Key results. This is used to help plan and strategize for student achievement and growth.

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?

For our current ninth graders, we review and analyze the results of the ACAP. For our current 10th graders, we review and analyze the results of the Pre-Act, and for our current 11th graders, we compare the results of their Pre-ACT and ACT tests. When reviewing the data of these assessments, we specifically target those who did not benchmark. We look for growth in all areas. Our specific goals this year are to increase the percentage of reading benchmark scores from 38% on the Pre-ACT to 38.5% on the ACT and to increase the 22-23 19th grade Math Pre-ACT mean from 15.4 to a mean of 16 on the 23/24 ACT.

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?

During summer, department heads, administration, and the Intervention Specialist meet to evaluate curriculum and programs to determine their effectiveness, revising whenever necessary. Throughout the school year, departmental meetings and RTI meetings are held to discuss and evaluate plans put in place for student growth. Such decisions are based upon student achievement data, teacher perceptions, guidance provided from the district level, and stakeholder feedback.

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.

Title I funds are used to help pay teacher salaries and benefits, furnish classroom supplies that cost more than teachers' instructional money affords, acquire instructional technology, foster effective communication between the school and the home, etc. Title II, Title VI, CNP, Perkins (Career Tech), ASAP, Special Education,

the exit program, mentoring program, local maintenance (Career Tech); counseling; ALC (Accelerated Learning Center); Dual Enrollment (Wallace College, Enterprise Community College, Career Center classes at Carroll High School). ESSER funds provide additional opportunities for technology (ViewSonic, ChromeBooks, desktops, iPads, etc.).

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).

We do not receive an allocation from Head Start. Adult education is coordinated through a program in Ozark or at Wallace College. Vocational and technical education courses are taught at DCHS by our Career Tech department, at Bridge Academy, and in collaboration with Wallace College and Enterprise Community College. This year we continue to use the Prevention Project to keep students in school until graduation. At our Accelerated Learning Center, students are offered counseling services along with the opportunity to recover credit and continue their academic programs. The CNP program meets all local, state, and federal guidelines. Dale County High School implements a Universal Breakfast and Lunch Programs that provide a free breakfast and lunch for all students. There are no housing programs that are directly affiliated with our school or district.

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



2022-2023 ACIP Committee Signature Page



Parent and Family Engagement Plan 2023-2024



Student-Parent-Teacher Compact 2023-2024

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))

Meetings were held on Tuesday, September 5, 2023, at 6:00 p.m. and Friday, September 15, 2023, at 8:15 a.m. to present the 2023-2024 Title I plan to parents. In addition, we have made our plan available on our website to all parents. We also provide a Title I survey to parents.

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.

Two Title I parent meetings were scheduled, one in the morning and one in the evening, in order to allow more parents the ability to attend. Parents are invited to participate in Title I planning through various means. However, very few respond. Therefore, a few are tactfully compelled to participate. If parents have suggestions, they can email school administration via the school website.

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

Parents are invited to participate in Title I planning through various means. However, very few respond. Therefore, a few are tactfully compelled to participate. If parents have suggestions, they can email school administration via the school website.

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

Parents are invited to participate in Title I planning through various means. However, very few respond. Therefore, a few are tactfully compelled to participate. If parents have suggestions, they can email school administration via the school website. The funds for parental involvement were used to provide each child with a student planner used for planning, organization, and enhancing communication between the school and parents. Paper was also purchased for sending important information home with dates for upcoming events.

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))

Through social media outlets, Remind, SchoolCast, the school website, and the digital sign on front campus, parents are informed of programs provided through Title I. Additionally, each teacher has his/her own page on the school website, providing information on curriculum as well as detailed weekly lesson plans. Regarding information being provided in a language parents understand, DCHS has a Spanish-speaking teacher who can translate when needed. In addition to this, a translating app can be utilized to reach parents who speak a language other than English and Spanish.

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

According to the School-Parent Compact, DCHS pledges to utilize high-quality curriculum and instruction provided by highly qualified teachers in a supportive and effective learning environment. When students exhibit signs of academic struggle, they can be referred to the RTI (Response to Instruction) team for evaluation, and if the need is apparent, be assigned to Tier I, Tier II, or Tier III intervention. An intervention strategist is funded through Title I in order to provide counseling, monitoring, and tutoring to struggling students as identified through the RTI intervention program. Additionally, an annual survey soliciting parent perception of the school climate, quality of instruction, and overall effectiveness is given each fall. The ACIP team then uses those results to gauge strengths and weaknesses which then factor into the goals and strategies of the current year's ACIP.

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

Administration will ensure that a digital copy of the ACIP will be available on the school website after it gains final approval this year. If parents are dissatisfied with any elements of the ACIP, they can address their concerns with school administration in a scheduled conference, through email, or through a phone call.

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.

DCHS attempts to involve parents by operating an open-door policy -- within the realm of student safety and security. Parents may schedule conferences by calling or emailing, and whomever they wish to see will make arrangements to accommodate the parent's schedule to the extent that it is possible within the school day or immediately thereafter abiding by the current COVID guidelines in place. Parents are reminded through SchoolCasts, the Remind app, and the school website of all school events. They are encouraged to attend Title I meetings, open house, orientation, academic awards day, Beta Club induction, and various other club and athletic events. Relating specifically to academics, parents receive progress reports in the middle of each nine weeks, and report cards are sent at the end of each nine-week grading period. At all times, parents can access grades by logging in to the Power School. Parents can also contact teachers via our website.

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.

As previously noted, we use all school events to extend to parents the opportunity to visit the school, be visible to their children, interact with teachers, and positively participate in campus life. Through faculty meetings (for faculty/staff) and such presentations as Title I meetings, we inform school staff, board members, parents, and community stakeholders of the school's mission and goals for each school year. Additionally, these data-driven goals appear on each year's ACIP which can be accessed through the school website. Ninth-grade parents' participation is invited even before their children enroll at Dale County High School. Each April, parents of incoming freshmen are invited to a parents' orientation -- an event to which they can bring their children, meet teachers and administrators, tour the campus, visit the classrooms, and hear a presentation on school goals, procedures, and expectations. The guidance counselor presents information on the various career

clusters and available electives so that they can best assist their children in choosing the most viable options for them on their four-year plans.

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.

DCHS attempts to extend to parents information on available federal programs through Title I meetings, which are held two times per semester. Also, at the beginning of each school year, every student receives an application for free/reduced lunch. All students are encouraged to submit the lunch application even if they think they are not eligible. When parents attend such events as orientation and open house, school staff presents information on how to sign up for Reminds, how to access the iNOW parent portal, what types of notifications they can expect to see on the school website, and which social media platforms DCHS uses to communicate school news. If parents are unable to attend these first-of-the-year events, students are given take-home packets at the beginning of each school year that serves to inform them of these opportunities.

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.

Currently, DCHS has a very small percentage of students who indicate that the language spoken at home is any other than English. Nevertheless, we are prepared to accommodate other language needs. Among the school staff is a teacher who is fluent in Spanish. We also have full access to additional interpretive services through digital platforms and the central office (if needed). The campus is fully handicap accessible, and support staff is on hand to assist in accessibility. *Advance notice is suggested if a person needs the school to provide transportation to the stadium's spectator area for Friday night games.

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.

In addition to the accommodations and services outlined in Item 6, school staff (along with central office assistance when necessary) will endeavor to provide whatever reasonable support is requested.

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))

As previously noted, DCHS has on staff, a Spanish-speaking teacher who can serve as an interpreter for families whose home language is Spanish. For those who speak other languages, we can use a language app or enlist the help of the central office that has wider access to interpreters. We also use the TransAct program to interpret school information to be printed for non-English speakers in the language in which they are most fluent. For students or their families with disabilities, the school is handicap accessible, and we can arrange for what other accommodations are necessary to the extent to which they are reasonable.

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 Comprehensive Budget 2023-2024





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)
 <p>2022-2023 ACIP Committee Signature Page</p>		<ul style="list-style-type: none"> • 1
 <p>Coordination of Resources Comprehensive Budget 2023-2024</p>		<ul style="list-style-type: none"> •
 <p>Parent and Family Engagement Plan 2023-2024</p>		<ul style="list-style-type: none"> • 1
 <p>Student-Parent-Teacher Compact 2023-2024</p>		<ul style="list-style-type: none"> • 1