



Title I Schoolwide Diagnostic for ACIP _10252021_09:44

Title I Schoolwide Diagnostic for ACIP

W.S. Harlan Elementary School
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Instructions

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

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

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

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted during our back to school parent orientation. Computers were set up in each teacher's classroom for parents to complete the survey online. The link was also added to the school's website and Facebook page for parents that were unable to attend the orientation.

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

The 2021-2022 needs assessment showed that 100% of the surveyed population believed that the school nurse was very critical. Other areas that were chosen as very critical were reading at 97% and mathematics at 95%. Only 66% of those surveyed felt that adding library resources were very critical and fine arts were only 68% very critical.

3. What conclusions were drawn from the results?

After reviewing the data from the Comprehensive Needs Assessment, it was determined that reading and mathematics are needed target areas. Those needs will be addressed by using scientifically research based programs utilized during interventionists during small group intervention.

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

Based on the results, we feel that the data is accurate and goals targeting reading and mathematics will developed, monitored, and revised throughout the school year. Teachers will utilize strategies and technologies to improve math and reading scores through Exact Path, STRIDE, Zearn, Heggerty, and online reading tests or other assignments through Google Classroom. Google Classroom will be utilized to help students that are absent due to quarantine or other extended absences. In addition, based on the results from the Climate and Culture Elementary Student Survey, we will address the social/ emotional issues by utilizing the mental health coordinator, classroom guidance lessons, and the BASE program.

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

The school goals are connected to priority needs and the needs assessment by concentrating on mathematics and reading to close the achievement gap in these

areas. We will use computer based programs in all classrooms and interventionists for small group remediation.

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

Our goals were written to address several concerns including, closing the achievement gap in reading and mathematics. This was based on the Needs Assessment. We also used the Climate and Culture Elementary School Student Survey to address concerns involving social/ emotional needs.

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

Our goals were written to address several concerns including, closing the achievement gap and promoting positive social/ emotional learning. We are using technology-based programs, interventions, and small group instruction to close the achievement gap between our general population and the special services/ at-risk population subgroups. In addition, we will use the SPIRE reading program/ Sound Sensible program with special services students and RTI students for reading. In mathematics, we will utilize Success-Maker and Savvas Math.

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.

Several instructional strategies will be utilized to strengthen the academic program at W.S. Harlan. We are using technology-based programs, interventions, and small group instruction to close the achievement gap between our general population and the special services/ at-risk population subgroups. In addition, we will use the SPIRE reading program/ Sound Sensible program with special services students and RTI students for reading during our protected reading time. In mathematics, we will utilize Success-Maker and Savvas Math. Teachers will utilize strategies and technologies to improve math and reading scores through Exact Path, Reading Eggs, Math Seeds, STRIDE, Zearn, Heggerty, and online reading tests or other assignments through Google Classroom. We will progress monitor students K-3 on a regular basis using the Aimsweb Plus monitoring program and Exact Path for grades 4-6.

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.)

Students that are at risk of not meeting the challenging state academic standards are provided many activities to improve their skills outside the academic subject areas. These activities include counseling or mental health programs such as services provided through the South Central Alabama Mental Health and the DARE (Drug Abuse Resistance Education) program provided by the Covington County Sherriff's Department. We also provide some mentoring services designed to promote health, wellness, and citizenship. These include the mental health coordinator counseling services, the BASE program, Body Be Healthy, 4-H, and Liberty Legacy. As part of our early intervention services, at risk students may qualify to receive RTI services, speech/ language services, occupational therapy services, or special education services.

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.**

Students are provided with login information for the technology based programs provided at W.S. Harlan. These programs may be used at home for further instruction and support. These programs include Exact Path, Math Seeds/ Reading Eggs/ Fast Phonics. STRIDE, and Google Classroom. Students are also provided the opportunity to attend our extended day program to receive small group instruction and assistance with homework assignments.

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.

Professional development will be provided for each of these subgroups that are present at W.S. Harlan, to assist teachers in communicating with parents and providing instructional strategies for these students. Some of these strategies will include small group instruction as needed, EL Services, RTI services, special education services. In addition, our county provides an EL teacher that will assess, identify, and provide services for students at our school.

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.

The State Department of Education provides our school with TransAct to assist in interpretation of results. Our board of education provides an interpreter when deemed necessary.

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

We have a low teacher turnover rate. This year we hired a new kindergarten teacher and two new 4-6 grade teachers.

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

Over half of our faculty and staff have fifteen years or more of teaching experience in key teaching positions. We also have several faculty members with advanced degrees. We also have several teachers that have completed the LETRS training program in reading.

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)?

We do not have a high turn over rate at our school. We do provide a mentoring program, in which veteran teachers are paid a supplement to mentor new teachers that are hired at our school.

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

We look at the areas that are deficient on academic assessments and try to find professional development opportunities to supplement those areas to help close the achievement gap. Our school reading specialist also disaggregates data to determine and provide professional development to teachers and faculty during the year.

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

Several professional development opportunities are provided throughout the school year. These may include SAMUEL training for EL services, computer based programs and technology services, LETRS training, Conscious Discipline, Power School, Gold training for pre-k and kindergarten, and turn around trainings for various programs throughout the year.

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 or inexperienced teachers will be paired with a veteran teacher.

12. Describe how all professional development is “sustained and ongoing.” Professional development will be provided at various times throughout the year. Funds will be available for faculty and staff to attend conferences and workshops as needed. Some professional development will be provided during in-service days and after school through flex hours. Many professional development opportunities will be available online. More professional development opportunities will be added during the year as necessary.

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.

Our W.S. Harlan Preschool program will allow students to tour our campus from the viewpoint of entering as a Kindergartener, as opposed to the Pre-K facility. Pre-K students will visit Kindergarten classrooms both with and without students present. Pre-K will participate in a shared story time or music and movement in the Kindergarten classrooms during the month of May. Also Pre-K will complete a unit of study on the school bus, which will include a tour of the bus by one of our local bus drivers, as the end of the year approaches. In the Spring, we will have a Kindergarten and Pre-K preregistration and offer an orientation for Pre-K through 6th grade before school begins. Our sixth grade students travel to the high school and take a tour of the facilities near the end of the school year.

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

(N/A for Elementary Schools)

Not applicable

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?

W.S. Harlan uses Aimsweb Plus for evaluation purposes in K-3. An assessment is given in the fall, winter, and spring. These scores are used to determine students in need of intervention. Students that have an SRIP or those receiving special services will be monitored through weekly use of Exact Path or Reading Eggs/ Fast Phonics for intervention. Aimsweb Plus will be used bi-weekly as a progress monitoring tool. ACAP testing will take place in the spring. This is our second year using the ACAP test. Individual students' data will be disaggregated based upon academic performance and academic 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?

The school will use data from Exact Path or Reading Eggs/ Fast Phonics. We will also use the progress monitoring data from Aimsweb Plus. In addition, we will use the Aimsweb Plus assessments given in the fall, winter, and spring, as well as, a dyslexia screener. Testing data from the ACAP will be used once scores are available.

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?

SRIP/ RTI and special services monthly meetings will be used to revise the plan when necessary. The results will be available at IEP meetings to use for determining progress as well. The plan will also be revised annually based on testing results.

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.

W.S. Harlan receives Classroom Instructional Supply Funds (CIS), Title I funds, First Class Pre-K funds, Dependent Care funds, and ADECE grant funds. The CIS funds are used for student materials, technology, library enhancement, and professional development. Title I funds are used for teacher salaries, employing support staff, purchasing classroom supplies and materials, technology supplies, and professional development. The First Class Pre-K funds are used to provide 4 year-olds in our area with academic/ social/ emotional skills in the five developmental domains.

Dependent care is used for faculty and staff salaries. The funds from ADECE is used to develop skills in the five developmental domains.

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 school resource officer teaches the DARE drug prevention curriculum to our fifth grade students. The Auburn Extension Agency will conduct the program Body Be Healthy to third grade students at W.S. Harlan. Developmentally appropriate instruction is in place in Pre-K and Kindergarten classes using the GOLD program. The McKinney-Veto training for students with homeless status is completed at the beginning of the school year.

ACIP Assurances

Instructions:

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

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

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

YES

NO

N/A

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A) (i)-(ii), Parents' Right-to-Know, are implemented systematically.

YES

NO

N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

YES

NO

N/A

Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The school posted the Title One survey and a PowerPoint explaining the Title One requirements on our Facebook page. This was due to a spike in Covid cases in our area. During our student orientation, teachers set up computers for parents to complete the Title One survey.

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.

This year W.S. Harlan will offer in person, online, or phone meetings throughout the day. Parents are a very important part of the Title I plan. Parents will be given the opportunity to review the plan online and offer input before that plan is approved. Covington County sends out an LEA parent survey every year and collects data from this survey to determine changes that need to be made.

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).

Title I plans and Parent/ Teacher compacts will be distributed to all students participating in a Title I school. Teachers will keep each signed copy of the plan/ compact for individual students on file. A parent representative is on both the CIP committee and the Title I committee to give feedback and assist in the planning process.

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

Student planners were purchased with parental involvement funds.

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))

Title I plans and Parent/ Teacher Compacts will be distributed to all students participating in a Title I school. Teachers will keep a signed copy of the plan/ compact for individual students on file. Plans will be used as a working document for parent- teacher conferences. LEA shall conduct a parent survey as needed for parents of children participating in a Title I school in order to evaluate the success of the plan/ policy. The LEA will provide written documents in an understandable and uniform language and format, including alternative formats upon request and, to the extent practicable, provide notice and the policy in a language the parents can understand. CCS will use TransAct as an instrument to transfer documents in another language as requested. CCS will provide a translator to interpret documents including classroom assignments for ELL students and parents as needed. Local schools will keep parents informed about student progress on a regular basis through progress reports , report cards, assessment scores, phone conferences, and to transfer documents in another language as requested. CCS will also provide a translator to interpret documents including classroom assignments for ELL students and parents as needed.

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))

The LEA and Title I schools will plan, update, and jointly develop the Title I Plan/ Policy and/or Parent/ Teacher compact annually. Title I Plans/ Policy and/ or Parent/ Teacher compacts will be distributed to all students participating in a Title I school. Teachers will keep each signed copy of a plan/ policy/ compact for individual students on file. LEA shall conduct a Title I Parent Advisory Committee meeting at least twice a year for planning and evaluation of the Parental Involvement Plan. LEA will involve the parents of children served in Title I schools in decisions about funds reserved for parental involvement through the Parent Advisory Committee.

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

Parents are encouraged to contact the school through email, phone, Class Dojo, Remind, or they may request an in person meeting. Parents that are on the Advisory Committee will be given the opportunity to voice their concerns as well. Parents may also contact the county office to discuss any issues they may have.

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.

W.S. Harlan shall encourage parents to attend Title I parent meetings and other school activities. Our school shall provide various school events to help build strong parental involvement. Announcements, flyers, parent letters, and parent sign-in sheets from events shall be kept on file at the Central Office. We will provide results from academic assessments to parents and teachers, as soon as it is practicably possible after the tests are taken, in an understandable and uniform manner. They may also be provided in a language that the parents can understand.

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.

W.S. Harlan shall provide opportunities for parent/ teacher conferences during the school year in which the Title I plan and/ or parent/student/ teacher compacts will be discussed as it relates to the individual child's achievement. The compact shall be utilized as a working document and changes/ updates will be made as individual schools' need changes. Our school will offer flexible and extended hours to accommodate working parents. Conferences may be scheduled during an open house or PTO meetings. Other events such as awards day, student orientation, and literacy nights shall be offered at various times during the day or evening hours to provide flexibility. The school will make a good faith effort to provide reasonable access to staff for individual consultations on an as needed basis.

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.

W.S. Harlan shall encourage parents to attend Title I parent meetings (online) and other school activities during the school year (depending on COVID regulations). Our school shall provide various school events to help build strong parental and involvement. Announcements, flyers, parent letters, and parent sign-in sheets from events shall be kept on file at the district office. Events include: open house, parent expo, grandparents day, parent reading night, fall festival, parent supper, read across America, orientation, and family literacy night. These may be subject to change due to COVID regulations. Parent volunteer forms shall be kept on file in the local school office. Local school's personnel shall encourage a parent to visit their child's school (if possible) and talk with their child's teacher regularly.

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.

At the WSH extended day program, students have access to tutoring in reading, math, and help with homework assignments at school. Parents are encouraged to be involved in the extended day program through activities such as field trips, parent suppers, and student-centered Parent and Family Engagement at W.S. Harlan Elementary School programs.

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.

The LEA will provide written documents in an understandable and uniform language and format, including alternative formats upon request, and, to the extent practicable provide notice and the policy in a language that parents can understand. W.S. Harlan will use TransAct as an instrument to transfer documents in another language as requested. Also, we will provide a translator to interpret documents and/ or procedures including classroom assignments for ELL students and parents as needed. Parents will also be informed of various events, meetings, and programs through parent newsletters, school and county websites, the W.S. Harlan Facebook page, and REMIND/ Class Dojo.

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))

W.S. Harlan shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. W.S. Harlan Elementary school facilities are handicap accessible. TransAct will be used as an instrument to transfer documents in another language as requested. School resource officer, school nurse, counselor, and principal will make home visits as needed.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

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



Comprehensive Budget












eProve™ strategies: Goals & Plans

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

Yes

No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 AIMSWEB Data	Evidence for Critical Initiative #3.	•
 ARI Coaching Cycles & Schedules	Evidence for Critical Objective #3.	•
 Comprehensive Budget		•
 Parental Involvement Plan		•
 Professional Development	Evidence for Critical Initiative #5.	•
 Rtl/SRIP Meetings - Minutes & Sign Ins	Evidence for Critical Initiative #1.	•
 School-Parent-Student Compact		•
 Small Group Intervention Schedules & After School Tutoring Schedules for Math	Evidence for Critical Initiative #2.	•
 Small Group Intervention Schedules & After School Tutoring Schedules for Reading	Evidence for Critical Initiative #1.	•
 Social Emotional	Evidence for Critical Initiative #4.	•
 Title I Meeting Power Point Presentation		•