



2021-22 Banks Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

Banks 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?

During the spring of 2021, teachers were given a Needs Assessment checklist. The Needs Assessment is provided by the district and distributed to each school in the system. Results from the Needs Assessment will be used to plan professional development activities for the 2021-2022 school year. Stakeholders also take part in completing the Title I Parent survey usually given in the Spring of each year. During the spring report card conference night, parents are asked to complete the survey in the school's computer lab. However due to the COVID-19 Pandemic, information for the survey was sent home in the Spring and again in the Fall of 2021. Information provided by the survey will help in meeting the needs of stakeholders. Data meetings were held to analyze the results of the aimswebPlus assessments in grades K-8 and the results of the ACAP state assessment in grades 2-8. During Grade Level Meetings, the information from these analyses was used to write the goals and plans for the 2021-2022 school year. The leadership team meets to finalize the Continuous Improvement Plan and then submits it to Dr. Donnell Carter, Federal Programs Coordinator, and then to Dr. Mark Bazzell, Superintendent, for review and approval. Upon approval, copies are disseminated to faculty and staff. Parents are given a copy of the Family Engagement Plan, Parent Compact, and a brochure that highlights the current year's goals and plans. To read the plan in its entirety, parents are encouraged to visit the school's website or contact the school to request a copy.

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

After examining the data from multiple sources as described above, the following strengths and weaknesses were determined: ACAP areas of strength: Language Arts-7th grade was 73% proficient, 8th grade 60%, and 6th grade 55%, 4th grade 53% and 3rd grade 52%. Weakness: 2nd and 5th grade were both only 43% proficient. ACAP Math is an area of concern. Students in grades 2nd-8th proficiency scores ranges form 7% to 41%. ACAP science is also an area of concern. 4th grade was 30% proficient, 6th grade 24%, and 8th grade was 18%. Aims Web End of the year data Reading Data-Kindergarten-91% low risk, 1st (64%), 2nd (72%), 3rd, (79%) 4th, (73%), 5th (74%), 6th,(76%), 7th (88%), and 8th (89%). Aims Web End of the year data Math Data-Kindergarten-81% low risk, 1st (64%), 2nd (71%), 3rd, (53%) 4th, (80%), 5th (68%), 6th,(82%), 7th (87%), and 8th (70%). Teacher Needs Assessment: The top 5 areas of need were: Teacher Needs Assessment: Using data and assessments to improve learning, Effective use of classroom technology, Mathematics New Course of Study, and Remote Learning and RTI. The Parent Survey at Banks School concluded that while parents feel welcomed and are encouraged to be involved in their child's learning, parents do not know how to find

additional help math and reading through Title I. AimsWeb plus Literacy Strengths-Literacy /Reading/Kindergarten 91% low-risk, 2nd grade 72%, and 3rd grade 79%, 4th grade 73 %,5th grade 74%, 6th grade 76%, 88%, and 8th grade 89% low risk. Math-K 81% low risk, 2nd-71%, 4th 80 %, 5th 76%, 6th 85%, 7th 95%, and 8th. 1st, 3rd, and 8th all scored below 65% with 8th grade scoring 55%. However, all grade levels K-8th showed growth from the beginning of the year to the end of the year in math and reading. Subgroups: ELA -The data shows minor differences between races, gender, ELL, and our economically disadvantage students. However, our IEP population performed significantly lower than our non-IEP students in general. 84% of our IEP students were non-proficient (level 1 and 2)), 16% proficient (level 3). 38% of our non-IEP students scored non- proficient and 63% proficient. Additionally, in grades 4 and 5, no IEP students scored proficient. In grade 4, 75% of IEP students scored a level 1. Math-Again, the data shows minor differences between races, gender, ELL, and our economically disadvantaged students. However, there is a significant difference in math for our IEP students. 95% of our IEP students were non-proficient in math (level 1 and 2). 74% of our non-IEP students were not proficient in math. In grades 5th, 7th, and 8th, 100% of IEP students were non-proficient. In 6th grade, 88% of IEP students were non-proficient. Science-There were no proficient IEP students in science for grades 4th, 6th, and 8th. Additionally, no African American students in 8th grade were proficient. 50% of the caucasian students in 8th grade were level 3.

3. What conclusions were drawn from the results?

Looking at data from various sources to include: ACAP, Aimsweb plus, STAR Reading, and Reading Street end of the year skills test reveal that our IEP students continue to underperform when compared to their non-IEP peers. Parent Survey-The Parent Survey at Banks School concluded that while parents feel welcomed and are encouraged to be involved in their child's learning. However, parent do not know how to find additional help math and reading through Title I. AimsWeb reading assessment revealed that vocabulary and oral Reading Fluency were areas identified and weaknesses across multiple grade levels. Additionally, mental math computation and number sense triads were areas areas of weakness across multiple grade levels. Student Achievement-Looking at various sources to include: ACAP, Aimsweb plus, STAR Reading, Reading Street Skills Test, and End-of the year test, reveal that student achievement has declined due to COVID-19 related changes.

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

Parent Survey-The Parent Survey at Banks School concluded that parents feel welcomed and are encouraged to be involved in their child's learning. Parents also feel that the teachers are concerned about their child's progress and they can be easily be reached. However, parents do not know how to find additional help with math and reading through Title I nor do parents know how they can volunteer at the school (volunteering has been limited due to COVID-19 protocols). The Climate

and Culture Survey revealed that while teachers feel students are learning and thinking, they feel challenged. Teachers also report that there is not enough time. However, most teachers are happy to come to work and feel supported by their colleagues. Student Achievement-Looking at various sources to include: ACAP, Aimsweb plus, STAR Reading, Reading Street Skills Test, and End-of the year test, reveal that student achievement has declined due to COVID-19 related changes and our Special Education population is an area of concern in all subject areas. School Program/process-Teachers should continue to implement literacy standards in all content areas and we will continue Standards Based grading and learning in math for grade 3rd-8th. Standards bases grading and learning does not only improve math instruction, but it also increases parent awareness of content standards. Demographic Data-After reviewing data, our Special Education students are not showing equal gains in achievement as compared to their peers. Overall, our ELL students are making significant gains in performance.

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

The school goals are data driven from the previous school years' test results, parent surveys, faculty and staff needs assessment, PowerSchool reports, and stakeholder input. The goals reflect the priority needs set forth at the local, state, and federal levels. The Continuous Improvement Plan process ensures alignment of our school goals based on the priority and the needs assessment.

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

The ACIP committee meet to gather data and discuss applicable areas of the needs assessment to determine goals for the 2021-2022 school year. Multiple types of data sources were utilized including ACAP, aimswebPlus, ACCESS, attendance records (PowerSchool), discipline reports (PowerSchool), parent survey results, RTI records, and benchmark assessments. The data was then presented to the faculty and committees were formed. The data was analyzed by teachers and committee members. Areas of strengths/weaknesses were determined. The committee formed goals to address the needs and provided new strategies to be implemented based on the analysis of the data. Prior to implementation of the committees' goals, the school leadership team reviewed each strategy to ensure goals reflected a detailed analysis of the data collected and met the priority needs as set forth at the local, state and federal level.

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

All goals were designed with the needs of all students in mind. Disadvantaged students who scored less than proficient will be placed on a "watch list" for the 2021-2022 school year and will be included in Tier III instruction in their subject area of need. The PST members will closely monitor these students and will work together to ensure an increase in student achievement. There has been a renewed focus on TIER I instruction and strategic teaching to increase student engagement; which leads to increased student learning for all students. Additionally the correct application of Tier II and Tier III small group instruction is a focus throughout our campuses.

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.

Banks School will strive to empower learners, develop accomplished readers and innovative mathematicians, increase scientific literacy, and improve technology skills. We will accomplish through strong Tier I instruction, addressing phonemic awareness for struggling readers, promoting a growth mindset culture, and improving technological skills.

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.)

At the beginning of the year, students who are considered at risk are identified by their score on the State's academic achievement assessment. Students that scored are not proficient are brought before the PST (positive support team) committee the first month of school and a plan to assist the student based on his/her area(s) of weakness is put into place and documented through Tier III intervention of the RTI process. At risk students that scored are put on a watch list and are monitored through Tier II documentation by the classroom teacher and if needed brought before the PST committee. Throughout the school year, Banks School uses information obtained from various assessments to assist in diagnosing the effectiveness of instruction. A plan of action is formulated through the use of several resources. Individual students who are considered to be at-risk are offered assistance through Tier III instruction and interventions outside of the daily content area subjects as well as afterschool tutoring. These students are identified throughout the year by the classroom teacher based on classroom observations and data gathered from classroom assessments and alternative assessments such as STAR and aimswebPlus. Students are then targeted for receiving accommodations in the identified area(s) of weakness. The PST (positive support team) monitors the progress of at risk students through the schools Response to Instruction (RTI) process to ensure that all students meet the State's academic achievement standards at an advanced or proficient level. Since data meetings are held on a regular basis, teachers are able to provide differentiated instruction in a timely and effective manner to students experiencing difficulty. The leadership team collaborates with teachers on an ongoing basis, to ensure intervention strategies are in place for all students experiencing difficulty mastering the State's academic achievement assessment standards. Instructional aides assist teachers in providing remediation for students as needed. Through RTI, students receive Tier II and Tier III instruction as needed. Resource teachers and instructional aides provide assistance for students with IEP's and 504's.

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.**

Using data from various resources including current classroom performance, students who have not made consistent progress will have an opportunity to attend the afterschool tutoring program. Students will attend 4 days per week for 1 1/2 hours. Transportation will be provided for students. Tutoring is provided by Banks faculty.

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.

At this time, there are no Migrant students currently enrolled in Banks School. One ELL teacher is utilized one day per week at Banks School. She is shared with 4 other schools in the district. As new ELL students enroll, the ELL teacher is contacted to assess the student. Each campus at Banks School has one SPED teacher. The SPED teacher assists teachers as needed and provides intervention for students with IEP's and 504's. Banks School has several students who qualify for homeless status. Funds and assistance are available to these families for clothing and school supplies. Banks School offers Free Lunch for all student. Students are also provided means to attend field trips through school fundraisers and sponsors.

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 ELL Coach is available to translate student academic achievement results during scheduled parent-teacher conferences, IEP Meetings, or if meetings are requested by parents. Translation programs such as TransACT are also used to send documents home in student's native language.

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

Banks School experiences very little teacher turnover. Openings usually occur when teachers retire or the school adds additional units due to an increase in student enrollment. This year we also had two teachers move into administrative positions. Banks had a total of six replacement hires.

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

This year Banks has one teacher in their first year of teaching. We have five teachers with less than five years of teaching experience. Of the 27 certified educators, 12 have been teaching at Banks School for 10 years or more; 5 teachers have been at Banks School for 20 years or more. Our faculty has a combined total of 445 years teaching experience and 265 (60%) of those years have been at Banks School. The educational level at Banks School ranges from Bachelors to Doctorate. Two teachers have a doctorate, 1 administrator holds an Educational Specialist degree, 17 with Master's Degrees, and 8 Bachelors Degrees. Banks also has 1 National Board Certified teacher and 4 that are currently working toward NBCT.

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)?

Banks School experiences little turnover.

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

Data from academic assessments and the Teacher Needs assessment are used to determine professional development needs for the school. The Leadership team then forms a Professional Development Plan based off the results and analysis of all data.

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

Our Leadership team is instrumental in providing Professional Learning opportunities to assist teachers in the delivery of the standards as well as meeting the behavior and emotional needs of students. Staff and administrators will continue to participate in these trainings in order to effectively implement strategies in the classroom. Below is the professional development plan for the 2021-2022 school year: Banks School & Pike County Schools 2021-2022 Professional Development Educate Alabama Professional Learning Plans

1. Book Study: Social Emotional Learning and the Brain: Strategies to Help Your Students Thrive Marilee Sprenger 2. (4.7, 5.2)
3. ComplianceDirector.org (5.5)
 - a. Blood Pathogens
 - b. Child Sexual Abuse & Assault Awareness & Prevention
 - c. Code of Ethics
 - d. Ethical use of Social Media
 - e. FERPA/Data Privacy
 - f. IDEA Parental Rights
 - g. Internet Safety
 - h. Mandated Reporting
 - i. McKinney-Veto
 - j. Sexual Harassment Awareness
 - k. Suicide Awareness & Prevention
 - l. Crisis De-Escalation Communications
 - m. Nursing/Health Updates
 - n. Special ED
 - o. Gifted
4. Educate Alabama & Educator Effectiveness (5.5)
5. Bullying Prevention-Teresa Kidd (2.2, 2.3)
6. Schoology & PowerSchool (3.7, 3.8, 5.2, 5.5)
7. Retooling Essentials K-2 & SONDAY Reading Intervention Program Retooling (3.3)
8. Review Co-Teaching Models & Strategic Teaching Models (1.5, 2.4, 2.6, 4.8)
9. aimsWeb +Plus Overview (2.8, 2.10, 2.11)
10. LETRS Science of Reading (3.3,)
11. Data Meetings: (2.8, 2.9, 2.10, 2.11) Sources of data: aimsWeb +Plus (K-6), STAR Reading (1-6), classroom tests, student grades (Ds & Fs), data disaggregation charts and boards
11. CLAS Leadership Institutes: Sessions are 9:00-12:30 . October 6th-8th (3.7, 3.8, 2.6) Optimize Teaching & Learning with PowerSchool+Schoology+Edgenuity Montgomery, AL Presenters: Kellie Ady, Shelly Hollis & Tina Hartman January 11th-13th (2.4, 4.7) Practical Trauma-Informed Social and Emotional Learning Strategies for the Classroom Montgomery, AL Presenter: Josh Varner February 9th-11th (4.7, 4.8, 5.5) Another Year in Review: What's Been Going On in Montgomery, AL Presenter: Julie Weatherly March 2nd-4th (3.7, 3.8) Key Indicators of Highly Effective Technology Integration Montgomery, AL Presenters: Steven Anderson April 12th-14th (2.2, 2.3) Engaged Leaders=Engaged Learners Montgomery, AL Presenter: Dr. Melissa Shields
13. Professional Development @ PCH: (Dr. Carter will enter according to sign-in sheets)
14. eLearning classes: list of classes offered will be for

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.

Prior to the beginning of the school year, each new certified new hire will be assigned a mentor for their first school year. This experienced faculty member will provide training and assistance on school policies and procedures. Other faculty members will provide support based on their area of expertise.

12. Describe how all professional development is "sustained and ongoing." Teachers and staff are provided with on-going professional development activities throughout the year and during the summer months. Teachers are provided with release time to participate in some professional development activities and are given the opportunity to meet in grade-level meetings throughout the year to evaluate the process and to design instructional plans for students. Administration monitors teachers and classroom activity to evaluate the effective use of professional development. A list of on-going professional development for Banks teachers for the 2021-2022 school year can be viewed in Component 2, number 10.

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.

Transition strategies include Kindergarten pre-registration, Kindergarten orientation, 3rd grade tour of the middle school campus, and 8th tour Pike County High School.

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?

Data from the State's annual assessments, locally made assessments, and other indicators of academic achievement are analyzed to determine if the school-wide program goals are effective or if the goals are in need of revision. A data comparison is conducted to determine trends related to student achievement among groups of students and in specific subject areas. Intervention is provided for students who are not achieving at a rate determined to be adequate.

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-wide program is determined to be effective if student achievement is increasing and the achievement gaps among student subgroups are decreasing.

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?

Upon completion of the data collection, analysis and evaluation, the Continuous Improvement Plan is revised if needed to ensure all the goals of the plan are meeting the changing needs of all students through committee meetings. Walkthroughs are used to observe student engagement and teacher effectiveness and to ensure continued growth for all students of Banks School.

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.

Banks School's plan for federal programs has been developed and coordinated with the state and local program's plan. A comprehensive school budget is included in this Continuous Improvement Plan. State funding sources consist of Technology, Fee Replacement, Textbooks, Library Enhancement, Teacher- Allocation, and Professional Development. Federal funding consists of Title I, Part A, Title II, and Title VI and other funding sources will be used to supplement instruction, and other strategies as outlined in the Needs Assessment of the Continuous Improvement

Plan. The coordination of these funding sources will help promote all students meet state academic requirements.

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 Leadership Team will oversee the coordination of the programs that support student achievement and school wide goals. Input from faculty, staff, parents, and community stakeholders will play a vital role in the development and revision of the school wide goals. Violence prevention is addressed in counseling classes, transition meetings are held for PreK, 3rd, and 8th graders. Eighth graders also complete career interest inventories and participate in an annual Career Fair. Banks School also uses Scientifically research-based reading and mathematics standards and programs, and teachers utilize the ARI Strategic Teaching strategies. A Positive Support Teams (PST) is also in place to address academic and behavioral needs of students. Students in grades Kindergarten and 4th-6th participate in the nutrition program through the Expanded Food and Nutrition Education Program (EFNEP). Banks School continues to receive the yearly grant from the Office of School Readiness in order to have a Pre-K class. Banks School has a continued partnership with East Central Mental Health and the Child Advocacy Center. Some of the previously mentioned activities are on hold due to the pandemic restrictions. However, we plan to resume these activities when possible.

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))

Banks will host its annual Title 1 Parent Meeting on September 23, 2021. An invitation will be sent home by students and announcements will be made using the school district's website, Notify Me, School Messenger, exterior signs and parent newsletters. This event will also be posted on the home page of PowerSchool and www.banksschool.com. An agenda will be given to all parents present to include the following topics: What does it mean to be a Title I school, Parents Rights under Title I, Parental Involvement, School Achievement Data, Title I Funds, and Home/School Compact. Parents will also have an opportunity to give input on the 2021-2022 Parent Compact and Parent and Family Engagement Plans. The agenda and sign-in sheet will be retained for evidence of conducting this required meeting.

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.

Early each school year, Banks School establishes a meeting date to inform parents of Title 1 requirements and offerings. Parents are provided with a school calendar and contact information along with instructions about how meetings pertaining to Title I School improvements can be scheduled upon request. Meetings are available in whole groups, small groups, one to one and/or classroom visitation, community, parents and school. The amount of Parental Involvement funds are allocated each year according to the needs of parents and students. Banks School has an established calendar/schedule of events whereby we involve parents in on/off campus activities. This is the normal plan for our parents, however in consideration of the pandemic, we have had to make adjustments.

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).

Early each school year, Banks School establishes a meeting date to inform parents of Title I requirements and offerings. Parents are provided with a school calendar and contact information along with instructions about how meetings pertaining to Title I/School improvements can be scheduled upon request. Meetings are available in whole groups, small groups, one to one and/or classroom visitation, community,

parents and school. During the meetings, parents are given an opportunity to ask questions and offer suggestions on school improvements.

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

Typically, the 1% is set aside and used for monthly school newsletters, Parent Connection Newsletters in all content areas, student supplies, parent resources, and brochures for fall and spring parent conference nights.

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))

Parents are provided information regarding programs, curriculum, assessments and expectations in the following ways. Banks School website, emails, written notices, progress reports/report cards, student planners, Notify Me, Code of Conduct, Compact for Learning, school report cards, PTO meetings, School Messenger, Parent/Teacher Conferences, Award/Assembly Programs, orientations, Parent Night/Open House, Take Home Folders and Parent Portal. Information is also provided to parents in their native language using TransAct. Teachers send home a weekly newsletter for grades Pre-K through 8 to include information regarding homework, skills to be covered for the week, upcoming projects, and school events. Students at Banks School also take a folder home every other Tuesday with graded papers and other school related information. Banks School has an open door policy and parents can request a meeting with teachers or administration at any time. Parents are also given the opportunity to give input to the Continuous Improvement Plan (CIP) during the annually scheduled Title I Parent Meeting and other CIP Team meetings throughout the year. Pike County Schools provide two parent conference nights each year, one in October and one in March. During both meetings various parent workshops will be presented to parents. The tentative fall schedule is as follows: PowerSchool Parent Portal, Special Education Parenting Partnerships, Bullying, Reading Strategies K-6, Tech Tools, and Math Strategies. Some of the previously mentioned activities are on hold due to the pandemic restrictions. However, we plan to resume these activities when possible.

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))

A School-Parent Compact has been jointly developed by designated school staff and Title I parents. Banks School requires teachers, parents, and students to sign the School-Parent Compact at the beginning of each school year. The compact's purpose is to develop a shared responsibility between teachers, students, and parents in order to improve students academic achievement. Some of the areas in the Compact are homework, school attendance, parent-school communication/interaction, behavior and other responsibilities. The Compact for Learning is discussed at the annual Title I Parent Meeting and parents are asked for input.

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

Parents are brought in during the preparation of the Continuous Improvement Plan. Their input and feedback are welcomed and appreciated. Also parents are encouraged to express concerns either by written communication, email, phone calls or school conferences. As a general preference, parents should schedule an appointment with the principal to address any concerns; however, the principal maintains an Open Door policy for all concerned parents.

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.

Parents are encouraged to play an active role in their child's education. Banks School offers various opportunities for parents to be informed about content and achievement standards, assessments, Title I Rights, and how to monitor their child's progress and work with teachers. Some of these opportunities include: PTO meetings, parent nights, written notices, computer communications, testing results, report card conferences held twice a year, and progress reports. Banks School also offers activities for grade levels: Student Presentations (PreK-8th grade), parent meals held twice a year, and Grandparent's Day (Pre-K through 8). Parents are provided weekly newsletters from their teachers informing them of weekly skills,

school events, homework, tests and/or projects for the week. Teachers also communicate via school phone, email, text messages, Remind 101, and scheduled parent conferences. Banks School maintains an open door policy and parents may visit the school at their most convenient time. Banks School is committed to assisting parents in any way possible to help their child be successful. Parents are provided with materials and training in the areas of literacy, math, technology, and community resources during the Fall and Spring Parent Conferences. Some of the previously mentioned activities are on hold due to the pandemic restrictions. However, we hope to resume these activities when possible.

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.

Banks School will work to build capacity for parental involvement. Parents are invited to serve as members of the Continuous Improvement Plan Team. These parents will offer feedback on the Parental Involvement Plan, School-Parent-Student Compact for Learning and proposed workshops for October Report Card Conference Night. Secondly, parents are asked each year during the spring to complete a survey. This data is used to improve all services relating to our students and parents. Banks School is committed to the school's mission of developing confident, productive, college and career ready graduates. Our parents are our greatest asset in accomplishing this mission. Therefore, parents are consistently provided weekly newsletters from their students' teachers which inform them about school events, homework, tests, and/or projects for that week. Teachers post newsletters on the Banks School website. Teachers also communicate via school phone, email, text messaging, Remind 101, Class Dojo, and conferences as needed or required. Conferences are scheduled during the most convenient time for parents.

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.

Banks School will continue its efforts, through in-service, faculty meetings, system-level meetings and grade-level meetings to improve parent-school involvement and to stress the importance of parental involvement. We will utilize community and school organizations, such as the Parent Expo, PTO, 4-H and the Pike Regional Child Advocacy Center, to help increase parental involvement. Parents will be invited to serve as members of our Continuous Improvement Plan and their input and feedback will be welcomed and appreciated. Banks School will also provide parents with progress reports every 4 1/2 weeks and report cards every 9 weeks. Parents will also have the opportunity to meet with teachers or administration during the report card conference nights which are held in October and March from 1-7 p.m. During these conferences, parents will have the opportunity to discuss student progress, attendance, and behavior. Parents will also have the opportunity to attend parent workshops that discuss the following: literacy, mathematics, bullying, and tech tools. Again, some of the activities have been restricted due to the COVID-19 pandemic; however, we do plan to resume these activities when possible.

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.

Information related to school and parent programs is available in native languages for ELL parents and student through Trans Act. Our System also has a full time ELL

Coach to assist parents as well. Newsletters and notices are sent home weekly to keep parents informed on student academics and upcoming school events. Banks School makes every effort possible to schedule meeting times to accommodate the parents. Calendars are checked for conflicts with community organizations, and meetings and Open Houses are scheduled after local major business hours.

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.

Informative literature regarding parent involvement is available in the Counselor's office. School plans, such as the Safety Plan and the Continuous Improvement Plan, are also available for parents to view as desired. Parents will have the opportunity to participate in a Parent Expo, which will provide informative literature, materials to assist in academic achievement and the opportunity to see how the community is involved with the Pike County School System. Some of the previously mentioned activities are on hold due to the pandemic restrictions. However, we hope to resume these activities when possible.

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))

Banks School makes every effort to accommodate the special needs of parents and/or families. Both campuses are handicapped accessible for families with disabilities. Banks School communicates with families by internet usage, phone calls, written notices, home visits and/or parent conferences. Written notices are written in a clear and concise manner to assist in helping parents with poor literacy skills. Banks School employs two special education teachers, one paraprofessional, and a special education interventionist to assist students with disabilities and their parents. The district contracts with a psychometrist to assist with referrals and reevaluations.

During the fall and spring parent conference nights, special education teachers provide workshops for parents of students with disabilities. Information related to school and parent programs is available in native languages for ELL parents and student through Trans Act. Our system also has a full time ELL Coach to assist parents.

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





 Banks School Coordination of Resources 2021-22

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)
 2021-2022 ACIP Signatures		<ul style="list-style-type: none"> •
 2021-22 Banks School Strategy Map		<ul style="list-style-type: none"> •
 Banks School Coordination of Resources 2021-22		<ul style="list-style-type: none"> •
 Parent Compact 2021-2022	Banks School Parent Compact to include virtual learning.	<ul style="list-style-type: none"> •