



# Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Title 1 Schoolwide Diagnostic for ACIP 2023-2024

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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.*

## 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?

A team of stakeholders is actively involved in the decision-making process for Elba High School,

which becomes the Elba High School Continuous Improvement Plan. This team is comprised of

administrators, faculty, staff, parents, and community members. The stakeholders are actively involved

in the decision-making process for the school and it is an ongoing process. Continuous Improvement

Plan team members meet to review the ACIP from the previous school year, review data, set goals

for the upcoming year, appoint committees, and to discuss allocated funds and how they

would be used to meet the goals. The responsibility for data collection and analysis, for determining

strengths and weaknesses and developing action steps that would meet the needs of our students,

belongs to committee members. Parents are involved in the planning and development of our ACIP

and are asked to view presentation/flyers and to provide input. ACAP data and ACT data, enrollment

numbers, attendance, teacher and student attendance, and certification are also examined. One source

of data being used is PowerSchool. Teachers input is gathered to establish

goals and action steps, which are also used as a data source. The results of

this input will be used by teachers, grade-levels, and faculty to make adjustments, which will ensure

student success for the current school year.

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

In looking at ACAP scores from spring of 2021 to Spring of 2022, there were some changes in scores. In Science, scores were down in each Level, which included a 13% gain in Level I. For Math, no students were included in Levels III and IV. Finally, in English, a 5% gain in Level IV was offset by a 5% gain at Level I. Act results show a need to increase proficiency in math and reading, as did ACCESS.

3. What conclusions were drawn from the results?

There is a need to make positive gains in meeting the proficiency goals that have been set for our students. The two main areas affecting most students are in Math and Reading proficiency. This also includes those students in the EL program, as we strive to move students out of this program.

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

We will continue to focus on those students who have displayed deficiencies on math and reading, as indicated by their ACAP scores. . The demographic data shows enrollment at Elba has decreased from 245 to 232. The free and reduced lunch percentages has stayed at 100%. Survey results reveal stakeholders are satisfied with school programs and processes.

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

All of the goals for the 2023-2024 school year are data driven from various areas and the ACAP data. The ACIP process assists in the collecting and analyzing this data. Due to the on-going need to increase proficiency in math and reading, Elba High School will focus its goals on teachers improving their practice and content knowledge.

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

All goals are based upon multiple sources of data such as test scores and surveys that have been analyzed and compared to identify our areas of weakness. These include but are not limited to: ACT, ACAP, and ACCESS data.

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

The goals were created by taking the strengths and weaknesses of all students into consideration.

Disadvantaged students who scored less than proficient according to test data and

classroom grades will be targeted for the 2023-24 school year in all areas of tiered instruction. Our faculty is working hard to close the achievement gap between subgroups and reduce the number of discipline referrals.

## 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.

Elba High School is using several programs in a tiered model of instruction.

ELA uses Amplify ELA curriculum, which was adopted in 2022. The iReady program is used for

intervention in reading and math. ELA and science use Stride Academy. Math uses Stride Academy and

Envision to accommodate students. Elba High School also uses IEP's, EL plans, and four-

year plans based on our high school students progress and data. In addition, peer instruction,

small/large group discussions, think-pair-share, jigsaw, and computer-based instruction is used. Finally,

our school schedule allows us the opportunity to accommodate all students and meet their needs in all

tiers of instruction.

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.)

The school guidance counselor is able to support students on an as needed basis. For the 2023-2024

school year, PATH and Peer Helpers Plus programs have been established to assist students. Students

are offered an opportunity to participate in SGA activities, as well as other clubs and organizations, to

foster relationships and provide mentoring opportunities.

Credit recovery is offered for 9th-12th grade students at risk of not having enough credits

to graduate through summer school. Students in grades 10-12 have the opportunity

to enroll in dual enrollment courses through Lurleen B. Wallace Community College and Enterprise State Community College. Students in grades 9-12 can take courses ACCESS distance

learning, Career Prep for 9th graders, 12th grade Work Force Essentials, and work-based learning for

grades 11-12. Elba High School employs a Career Coach who provides opportunities for our students to

become aware of post-secondary education opportunities and workforce opportunities, which includes

out Career Technical programs. High school students also have access to coursework where they can

earn college credit through dual enrollment.

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.**

During the summer of 2023, Elba High School offered a summer school for seventh through twelfth grade students for credit recovery. Online programs such as Schoology and ACCESS were used with certified teacher support, both virtually and in person, to monitor progress and ensure success. Paper and pencil tasks and assignments were also provided as another medium of learning format and structure. Students were encouraged to work at home on summer weekends to maintain their completion benchmarks. Completion and accuracy of student data was monitored weekly in student conferences with the EHS teacher. Parent communication letters were shared via texts, emails, or paper copy to keep parents informed on their student's summer school progress. Students were identified using grades and data. This summer school will also be offered during the summer of 2024.

Students who have internet access may also visit the Elba High School website and link to the online instructional programs they use during the day such as Google Apps for Education and Savaas Realize. Teachers may also post assignments and lesson plans in their Google Classrooms for the benefit of both students and parents. Teachers provide after school time to students to make up classwork and complete tests. An intervention teacher is in place to help with at risk students in grades 7-12.



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.

The policies and procedures of Elba High School are aligned with federal/state Law, with regards to the challenges migrant, English Language Learner students, economically disadvantaged, Special Education, neglected and/or delinquent, or homeless students face that are commonly addressed through tiered instruction and accommodations identified in the IEP, IELP, and 504 plans. Elba High School frequently coordinates with local county and state officials to ensure that the needs of neglected, delinquent, and homeless students are sufficiently addressed. All homeless, migratory and limited English proficient students must have equal access to the same free appropriate public education, whether or not, including public preschool education, provided to other children and youth. All homeless, migratory, and limited English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Each subgroup has a LEA Plan to provide for the needs of the students that is located at the school and Central Office.

The following is a listing of programs provided to Elba High School students: English as a Second Language Program, Qualified English Language Learners (Continuous throughout the year),

Special Education Program for Qualified Special Education Students (Continuous throughout

the year), Problem-Solving Team (PST), System wide Student Services Coordinator for Truant, Migrant,

Economically Disadvantaged, Neglected, Delinquent, and/or Homeless Students (Continuous

throughout the year), and Classroom Teachers/Interventionist for Identified Students in Grades 7-12

(Continuous throughout the year). Comprehensive Needs Assessment is completed annually and

addresses the needs of migratory children. Elba High School assures that the educational needs of

migratory children in grades 7- 12, are met as well as year-round needs of migratory 7-12th grade

children. Equal access is provided to educational programs, and other supplemental programs, which

are offered during the school day. Migrant children must meet the same challenging

academic achievement standards that all children are expected to meet. Migratory students, who are at-risk, are identified and offered assistance through summer

reading camp opportunities and counseling sessions. Professional development is provided annually to school personnel in an effort to assist with the education of

the migrant child. Migratory parents are included as stakeholders in the education of their children and the MEP. Parents are specifically targeted to participate in

meaningful dialogue with the school through parent meetings, conferences, parent training sessions,

and committee representation.

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.

Translated handouts/forms/information are distributed in the language the student and parents can understand. The Elba City Schools and Elba High School websites

can also be translated into any language. All documents will be translated by our EL

teacher. Academic achievement results and the interpretation of these results are often reviewed

during parent conferences and a translator is provided for the parent if needed. The Elba City School

System provides supplemental services to EL students that include, but are not limited to summer

reading camp, interpreters on hand as needed, or resource programs for these identified students. Programs and activities will be developed, implemented, and administered through the regular classroom instructional program as well as the individual learner plan to ensure that ELs acquire academic language as part of the core academic program. All EL students will be taught by certified teachers, and all teachers are fluent in English. Elba also employs a full time EL Coordinator and Spanish Teacher to work with EL students to help increase their overall proficiency goal.

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

For the 2023-2024 school year, Elba High School employed 22 teachers, 1 para-pro, 1 career coach,

1 principal, 1 half-time assistant principal (this position is shared with Elba Elementary School), and 1

counselor. For the 2023-2024 school year, 6 new teachers were hired, which makes for a 4.4% turnover

rate. Also, a new principal, assistant principal, and counselor were hired.

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

Elba High School employs 22 certified teachers. The average teaching experience of our teachers is 13.3 years. There are 14 teachers with double-digit years of experience. The teacher with the most experience has 33 years and the lowest has 3 years of experience. There is one teacher with an Ed.D. degree, eight with a Masters degrees, and 13 with a Bachelors degree.

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)?

The turnover rate, 4.4%, was not high for the 2023-2024 school year.

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

Elba High School has multiple data meetings. Data is analyzed and categorized by sub-groups in an attempt to identify area(s) of weakness. If area(s) are present in multiple sub-groups, professional development is provided to target area(s) of weakness. ACAP and ACT data meetings were also held at the beginning of the school year to identify areas of weakness.

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

The faculty and staff have various opportunities for professional development in an effort to promote their own learning that enhances instruction for increased student achievement. The professional development opportunities include: Data analysis meetings, collaborative and vertical planning, new teacher orientation, Medical Assistance Training, RTI Data Meeting. Professional development needs are targeted based on the data and it is provided through trainings with the administrators and PowerSchool

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 teacher meetings are arranged to collaborate with other teachers, as well as, the mentor teachers. This also includes self-reflection sessions and collaborative planning

12. Describe how all professional development is "sustained and ongoing." Any areas of concern are identified through year-round data collection. When specific areas of concern are identified, professional development opportunities are provided to the teachers to address these needs. Professional development is embedded into continuous improvement in ongoing activities such as weekly grade level meetings during planning, days of professional development embedded in the school calendar, RTI data meetings, data meetings, monthly staff meetings, and learning walks to visit other classrooms

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.

All sixth-grade parents, of students transitioning to Elba High School are given a chance to attend an orientation meeting to meet with the faculty and staff of EHS. Students are able to ask question, meet with teachers, and tour the facility. Students and parents are given information about academic and behavioral expectations. Students are shown how to lock and unlock lockers, given schedules

and a supply list. Additionally, new students to Elba High School are offered a tour of the school in order to become acclimated with the personnel and environment.

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 with disabilities by using the RTI process and the PST committee. Students that are from economically disadvantaged families are provided free or reduced lunch and Annual IEP's are created for identified students with disabilities.

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?

One way the school evaluates results from State assessments and other means is by comparing the results from year-to-year. Comparisons in this manner can show possible trends that are specific to subject matter, subject domains, and subject sub-groups. By reviewing the results, the school can determine if the strategies being used are successful and that goals are being met. Another method used to evaluate the results is the use of administrative walk-throughs in classrooms. Lastly, year-long reviews of data will help determine if any changes need to be made.

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?

To determine if the school-wide program goals are effective, or if the goals need revision, the school will analyze data from the state's annual assessments, local assessments, and other indicators of academic achievement. Intervention is provided for students who are not achieving at a rate determined to be adequate.

3. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The staff will analyze the components of the ACIP, in order to monitor activities and strategies used throughout the year. All student achievement data, as well as the data listed by subgroups, is monitored during data meetings. We look at the trends in the achievement gap and monitor progress on closing the gap.

#### 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.

Elba City Schools plan for federal programs has been developed and coordinated with the state and local program's plan. Reform efforts are in progress and will continue to be funded through local, state, and federal monies. This plan will remain in effect for the duration of the school's participation. During the implementation period, programs will be monitored for effectiveness and necessary changes in strategies and programs will be developed to meet the needs of students. State funding sources include technology, textbooks, at-risk students, library enhancement, teacher allocation, transportation, and professional development. Federal funding consists of Title I, Part A, Title I, Part C, Title II, Title III, Homeless, IDEA Basic, IDEA B-Preschool, and Child Nutrition. Elba High School Title I, Part A 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 ensure that 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).

Elba High School coordinates the use of all federal, state, and local programs and services regarding Title I funds which are used to provide services that aid in obtaining our improvement goals. The funding provided is used for instructional materials, technology, and professional development. Elba High School works closely with the Elba City Schools central office staff to coordinate services that students may need. These services are also provided through our school guidance counselor or other agencies in our community that our school district has a partnership. At Elba High School we strive to provide our students and families-in-need with the services that will help our students and school meet our goals. Elba City Schools offers a work-based learning release program for grades 11-12.



## 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



ACIP Signature Sheet

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 purpose of the meeting is to greet parents and provide an overview of the meeting's purpose - explain the importance of Title I and the CIP in supporting student success. Title I and its purpose in providing additional resources to schools with high percentages of low-income students will be discussed. Also, the eligibility criteria for Title I funding, how our school qualifies and the benefits of Title I for our students and families will be covered.

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.

Elba High School welcomes parents' input and support of school activities, functions and everyday operations. Parents are given opportunities to communicate with their child's teacher, principal, or other school staff members by scheduling formal conferences, discussing concerns via telephone conversations, writing notes in the comment section of weekly folders, and by electronic mail. In an attempt to involve all parents, workshops and meetings are scheduled at various times during the day. The following is a listing of proposed parent activities and time of day they are offered throughout the school year. Seventh through twelfth grade open houses are held, Annual Title I Meeting, Open Door Parent-Teacher Conferences (afternoon-evening), Sr. BETA Club Induction, orientation sessions, FASFA and Dual Enrollment Workshops for parents, ESL meetings, and athletic meetings.

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 of Elba High students are encouraged to become active participants in the planning, reviewing and updating of the Title I Continuous Improvement Plan.

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

The funds for parental involvement can be used to provide communications to parents, through various media sources, regarding students at risk, grades, etc.

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))

Meetings are held throughout the year for the parents of English Language Learners. These meetings provide general information about the ESL program and the system's policies and procedures. The presentations, as well as other materials and forms, have been translated into Spanish and other languages that are needed for the parents. The ESL coordinator assists Spanish speaking families during the registration process; translates during meetings and conferences; and facilitates communication between the parents and the school when parents have questions or concerns about school related issues. Elba High School will provide all parents with the same opportunities for involvement in their child's school. At the time of enrollment, parents and guardians are asked about the primary language spoken in the home. If a student is found to be eligible to receive services, the Individualized English Learners Plan will be followed. Translators are also available for parent phone calls and all parent conferences when requested by the teacher and/or parent.

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 School-Home Compact was jointly developed by a team of school and parent stakeholders to ensure everyone is working toward the common goal of helping students achieve proficiency on Alabama's academic content standards. The compact is updated annually by the stakeholders of the ACIP. It is discussed and explained during the annual meetings held during the first semester of school. It is then distributed at the beginning of each school year for signatures to bind the agreements. A copy of the compact is kept by the homeroom teacher.

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

Parents who wish to voice comments of dissatisfaction with the Parent and Family Engagement Policy and Plan have the right to speak to the principal or the Elba City Schools Federal Program Director. If needed, the policy will be evaluated and revised, along with the School wide Program, the Parent and Family Engagement Policy, the School-Home Compact, and the method of allocating Title I funds. At any point during the year, the parents are allowed to submit comments of dissatisfaction with the ACIP to the principal. The comments are then reviewed by the Title I chairperson and the Elba High School Leadership team.

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.

All stakeholders of Elba High School have a strong belief in the importance of parental involvement. Parents have been provided with information regarding School-Home Compacts, Parental Needs Assessment Survey, Parent and Family Engagement Policy, Parents' Right-to-Know Policy, and facts about ESSA. A diverse group of parents volunteer and participate in parental involvement activities at Elba High School. They are asked to make suggestions, review and improve our school's Title I program. At our annual meetings, parents are asked to offer input in order to better meet the needs of all stakeholders. The goal of this communication is for the parents to know how-to monitor their child's progress and assist them with their academic achievement.

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.

The leaders and staff at Elba High School believe that parental involvement is crucial to student success and that parents are integral components in the learning community. Therefore, parents are encouraged to become involved in the process and to provide input into the implementation of the ACIP. The ultimate goal for parents is for them to become a part of the learning community and to participate in all aspects of their child's education. Parent surveys are also sent home to provide parental input. Elba High School provides materials and training to help

parents to work with their children to improve their children's achievement, such as 7th grade orientation. These events foster parental involvement and create opportunities for student's success.

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.

The School-Home Compact reminds all stakeholders that we are committed to providing quality academic instruction in a positive learning environment which results in an increase in student achievement. Teachers are available for teacher-parent conferences throughout the year, as needed, in order to facilitate positive communication between parents, teachers, and students. Title 1 annual meeting, parent conferences, IEP conferences, FAFSA meetings, and Dual Enrollment Parent meetings are all examples of how the faculty and staff at Elba High School attempt to involve the parents our students. Elba High School educates teachers and other school staff on the value of having parents actively involved in the educational process and help in making decisions for Elba High School. In addition, Teachers have been trained in RTI, ELL and Homeless legislation to help build ties between parents and the school.

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.

The faculty and staff work in conjunction with the counselors and administrators to engage parents throughout the year. Elba High School uses all federal resources in ways to foster parental involvement. Title I set-aside money is used to create opportunities for parents to help in educational decision making based on data analysis and needs assessments. Information is shared with ELL parents in written form using Google Translate and verbally through the use of an interpreter in their dominant language.

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.

Elba High School makes every effort to meet the needs of our parents. Conferences are scheduled at the parents' convenience and the option of a phone conference is offered to parents who may have difficulty meeting with teachers during the school day. Parent workshops are provided on topics that parents showed interest in on the Parental Survey. Email, the school website, weekly communications, and the Elba High School Facebook page are all used to remind parents of upcoming activities and deadlines. Elba High School and the principal ensures that information related to school and parent programs, meetings, and other activities are sent to the parents in the language the parents can understand.

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))

Elba High School conduct meetings throughout the year for the parents of English Language Learners to provide general information about the ESL program and the system's policies and procedures. The presentations, as well as other materials and forms, will be translated into Spanish. The ESL staff assists Spanish speaking families during the registration process; translates during meetings and conferences; and facilitates communication between the parents and the school when parents have questions or concerns about school-related issues. When

students are enrolled, parents and guardians are asked about the primary language spoken in the home. If a student is found to be eligible to receive services, the Individualized English Learners Plan will be followed. The LEA plan for Migrant, Immigrant, Neglected and Delinquent, and Children and Youth Experiencing Homelessness will be followed. Elba High School ensures participation of parents with limited English proficiency by providing documents in native languages. Elba High School provides for parents with disabilities by providing various methods of access to all school Title I meetings and by providing various resources (written, verbal, auditory, etc...)

## 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.

## 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)
 ACIP Signature Sheet		<ul style="list-style-type: none"> <li>• 1</li> </ul>
 Coordination of Resources Comprehensive Budget 2023-24		<ul style="list-style-type: none"> <li>•</li> </ul>
 EHS School-Parent Compact		<ul style="list-style-type: none"> <li>•</li> </ul>
 Non-Discrimination statement		<ul style="list-style-type: none"> <li>•</li> </ul>
 Parent Involvement Sheet		<ul style="list-style-type: none"> <li>•</li> </ul>
 Signature page for ACIP compliance		<ul style="list-style-type: none"> <li>•</li> </ul>
 Title 1 Meeting Agenda		<ul style="list-style-type: none"> <li>•</li> </ul>