



2022-23 Title I Schoolwide Diagnostic for ACIP

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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.

2022-23 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The leadership team and administrators met to evaluate and disaggregate school data. The team identified strengths and weaknesses based various data which included surveys, assessments data, attendance, and the previous year's ACIP. Based on this data, school wide goals were created or maintained for the core areas of need for our school. Once the plan is drafted, it is presented to parents and faculty for review. The ACIP for the 2022-23 school year is then published and made available to interested parties. Requested modifications are examined and decisions made by school improvement team and faculty/staff. The finalized ACIP is sent to the district school board for approval.

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

The results from standardized testing show need for improvement in all areas with special focus on math, reading, and special education. In other areas, the school's attendance rate and graduation rate is trending better than last year. There is still need for educating students on the college and career technical opportunities that are offered through the school.

3. What conclusions were drawn from the results?

Pike County High School needs to use revamp facilitative instruction to improve tier I instruction and increase our interventions for students scoring below benchmark. There is also a need to continue investing in student technology to maintain student accessibility. In relation to parents and stakeholders, the school needs to evaluate communication marketing strategies.

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

Analysis of all data sources concluded that the school has made some progression across the spectrum; however, there is still a need to improve teaching practices through professional development, increase home-school communication for more active parental involvement, increase rigor in academics, incorporate technology throughout the curriculum in all content areas.

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

In developing the goals, PCHS looked to the future with our past data in mind. There is clear need for improved scores in math, reading, and special education.

Therefore, one goal was dedicated to literacy and numeracy and another goal was

focused on intervention and special education. The next area of focus is college and career education opportunities. At PCHS, we strive to provide our students with opportunities beyond the regular classroom; therefore, there is a goal for instructional innovation to continue our commitment to alternative and innovative academic opportunities that provides challenging instructional advancement beyond the high school classroom. To further that commitment, we included an additional goal to focus on student support services where we expand from academics to the whole child. This goal focuses on the social and emotional health of students while educating students about career and college opportunities can empower them to be successful in academic, personal and social settings. The last goal relates to the needs of teachers. In order to further any of our goals, we must provide teachers with professional learning opportunities to maintain and promote professional learning essential to the development of effective pedagogy.

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

Data is disaggregated by various subgroups, including race, in order to address goals for specific subgroups. For example, students with extremely low abilities in math and reading were identified this year through the analysis of ACAP, AimsWeb, Pre ACT 9, PreACT 10, ACT, Workkeys scores were given remediation and interventions in the classroom and during after school tutoring.

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

Pike County High School supports the whole school through the goal for literacy and numeracy because it focuses on instruction for all learners. The whole population is also supported through the goal for student support services where the focus is the whole child for every child. Then, there are additional goals that lend support to academically advanced and disadvantaged students. The goal for instructional innovation supports advanced student in allowing them opportunities to participate in college and career programs. Disadvantaged students are supported through the intervention goal where additional supports are given through after-school tutoring, remediation during discovery block, and special intervention programs such as Read 180.

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

1. Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The instructional strategies and methods used that strengthen the academic program and increase the quality of learning time in the school include facilitative instruction, small group instruction, after-school tutoring, and intervention

programs such as Read 180. There is also the assurance that instruction is aligned with the Alabama state standards and PCS district expectations for rigor and research-based instruction. Teachers enrich the curriculum by incorporating strategic lessons that focus on real world connections and problem-based learning, focusing on the social and emotional health of students, and educating students about career and college opportunities. To further improve the quality of learning, instructional teachers participate in professional development to enhance and build knowledge on developing and implementing rigorous standards based instruction within the classroom as evidenced through walk-through, observations, lesson plans and mid-year review.

In regards to acceleration, Students can also take advantage of accelerated curriculum through dual enrollment associate degrees and short-term certificate programs. These programs include college and career post-secondary tracks in order to reach all students.

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 needs of children at risk of not meeting the challenging state academic standards include the following: incorporating strategic lessons that focus on real world connections and problem-based learning; providing additional supports such as after-school tutoring, remediation through discovery block, and specialized intervention programs; focusing on the social and emotional health of students, and educating students about career and college opportunities.

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.**

Pike County High School provides after-school tutoring for the most academically needy students to receive support and reinforcement of academic skills.

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.

All migrant, English language learners, economically disadvantaged, special education, neglected and/or delinquent, and homeless students have equal access to the same free appropriate public education provided to other children. All students at Pike County High School have access to free or reduced lunch, Title I, academic remediation, and counseling services. These counseling services include the school guidance counselor, a contract mental health coordinator through the Troy Resiliency Project, East Central Mental Health, the Pike Regional Child Advocacy Center, and various other agencies.

All migrant, homeless and English Language learners are provided with the opportunity to meet the same state content standards and state student performance standards to which all students are held without being stereotyped or isolated. The school registrar identifies migrant students upon enrollment. All parents or guardians receive a Migrant Education Survey which determines students eligibility for the migrant program. Migrant students have access to all services and programs available at Pike County High School and automatically qualify for free breakfast and lunch.

English Language Learners (ELL): The school counselor and/registrar identifies English learners upon enrollment through the Home Language Survey which is used to determine eligibility for limited English-proficiency testing. This survey must be completed by every student upon registering at Pike County High School. Students qualify for testing if the survey indicates a language other than English is used by the student or in the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title I Supplemental ELL services. If the parents or guardians agree for the student to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student.

Students who qualify for special education services are provided a plan with accommodations outlined by a team composed of an LEA representative, a special education teacher, a general education teacher, the parents/guardians, the student, and any other agency necessary to provide appropriate services. The school provides a variety of accommodations such as small group instruction, small group testing, extended time, team teaching, one-on-one instruction, and many more. The

team can convene at any time to reevaluate if the plan is not meeting the student's needs.

Homeless students are identified by the school counselor and/or registrar upon registration at Pike County High School. Once a student has been identified, the student is provided with a needs assessment to determine what needs need to be met to remove boundaries to their education. These needs are then addressed by the system homeless coordinator and the 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.

Pike County High School has an ELL instructor available to assist ELL students and parents in interpretation of academic achievement results when they are needed.

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

For the 2022-2023 school year, 8 of our 30 certified staff are new to Pike County High School. This is a 24% turnover which is the same as our 2021 turnover rate and is up from our 20% turnover in 2020.

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

Of the 33 members of the professional faculty, 17 have bachelor's degrees, 17 have master's degrees, 3 have an education specialist degree, and 1 has a doctorate. The faculty at PCHS have an average of 13.75 years experience. There are 2 teachers who are new to the profession; 5 teachers have 1-5 years experience; 12 teachers 6-14 years experience; and 14 teachers with 15+ years experience.

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

Pike County High School greatly values the retention of highly qualified and effective teachers. Furthermore, we value a family atmosphere where teachers are truly a part of the school and community. New teachers are provided with mentors to help them adjust to the environment at Pike County High School. New teachers are given time for completing peer observations in order to reflect upon and improve their own classroom instruction. The principal and assistant principal have an open door policy that encourages new teachers to bring concerns to their attention. Professional learning opportunities are encouraged. New teachers are often asked to attend professional learning events and present their new knowledge to their peers at faculty or departmental meetings. Also, middle school teachers have a common planning blocks. Pike County School System offers the TEAMS contract for math and science teachers.

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

The ACIP team (faculty and administration) analyze the data from the previous year's state mandated standardized test in order to determine areas of strengths and weaknesses in various subjects across grade levels and subgroups of students. This allows the team to determine areas where professional development will be needed in order to increase academic achievement for all students.

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

There are many opportunities for faculty and staff to participate in professional development activities. All new teachers are required to go through district training for our core values and research-based instruction strategies that are required by the district. Then, everyone is involved in training during Inservice days prior to the beginning of each semester. Furthermore, all teachers are training in HELP communication and all state mandated trainings through modules on the compliance director. Additional teachers and staff are also trained in the HELP communication's restraint procedures.

During the school year, administrators participate in a book study with Central Office Staff and several other trainings throughout the summer and school year. Teachers are encouraged to attend outside training, including CLAS Leadership Institutes, and then to turn around the training to the rest of the faculty. Faculty meetings, department meetings, and Professional Learning Community Meetings (PLCs) provide forums for ongoing education and learning experiences led by administration, teachers and/or consultants. The faculty also participates in training and coaching with Kid's First Counseling to improve facilitative instruction.

All coaches at PCHS attend AHSAA trainings and are CRP certified.

Over all, professional development is an important part of the learning culture at PCHS.

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.

Every new teacher at Pike County High School is assigned a veteran teacher who is matched by subject, grade, and/or proximity. Mentees meet with mentors as needed, approximately two and half hours each week, to become familiar with Pike County School System's procedures. Mentor teachers are given a list of all topics and tasks that they need to help their mentees with throughout the school year. Additionally, we allow time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. PCBOE provides several training sessions for the new teachers throughout the year including orientation, classroom management and discipline, and effective instructional practice.

12. Describe how all professional development is “sustained and ongoing.” PCHS sends teachers to professional development trainings and a multitude of trainings are provided by the school system. Trainings through the local in-service center as a part of the Pike County Schools inservice programs are also provided. As representatives from our school receive training, they are asked to “turn-it around” to the entire faculty so that all members receive benefit from the training. Additionally, faculty and staff are encouraged to participate in relevant PD from outside agencies.

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.

The strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next include the following:

All students and parents have opportunities to meet with teachers and get their schedules on set dates before school starts; however, there are additional plans and supports in place for specific grade levels.

In 6th grade, students are transported from the elementary school to the high school during the school day to tour the high school and meet the teachers and administration. The first 2 weeks of school, 7th grade teachers go over and practice procedures in depth. Furthermore, Pike County High School has separated 7th and 8th graders from grades 9-12 to create a middle school within the high school. Middle school has their own building, and their schedules are oriented to limit contact with the upper grade levels. Students change classes in lines and are always with a teacher. This allows for 2 years for 7th and 8th graders to orient to the high school before given the full responsibility of high school. Throughout middle school, students are continuously prepared for 9th grade through discussions in the classroom. Students are made aware of opportunities for dual-enrollment and career tech. Before leaving middle school, students know about how to earn credits and how many credits are required to graduate. At the end of 8th grade, PCHS holds parent and student meetings about the transition from middle school to high school. This includes credits, graduation tracks, dual-enrollment and short-term certificates, and required core/elective courses.

In 9th grade, students participate in the freshman leadership academy is a program that uses an empowered team of teachers to meet the unique needs of freshmen. Using hands-on and project-based learning, students will explore the world of education in a fresh and exciting way. Leadership, Education, & Training (LET) courses will empower students with life-long leadership skills while building character and integrity. Students will have opportunities to take educational field trips, explore college and career options, learn about the academy programs in the Pike County School System, and create personal 10-year plans. In the fall of 9th grade, students take the pre-ACT 9 to prepare for taking the ACT in 11th grade. Then

in the spring of 9th grade, students are guided through the process to apply to PCS dual-enrollment, short-term certificate, and career technical programs.

There is less transition once students enter 10th grade. Most students are taking either on a career technical path or in an academy program beginning in 10th grade. Students also take the pre-ACT 10 to continue preparation for the ACT in 11th grade. Throughout high school, students work with the career coach on future plans. Once a student enters 12th grade, the career coach works with each student on college admissions, FASFA, and career training programs. PCHS brings in a multiple of post-secondary programs from colleges to military recruiters.

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)

All students in grades 9-12 are given equal access and opportunity to attend classes at the Troy Pike Center for Technology as well as admittance into the various academies available. All students are able to apply to the academies, and any student who requests a class at TPCT is granted the class if it fits in their schedule and seats are available. The director and teachers in various areas sit in on IEP meetings to determine that individuals with disabilities have their needs met while attending the TPCT. We have many students that prepare for nontraditional fields. One strength at PCHS is that we have teachers in nontraditional fields who are good role models and encourage students to participate from all cross sections of the student population. All students are transported by bus to their technical programs. We have bus routes to and from the TPCT, the hospital (nursing program), the Virtual High School, and the various academies. Provisions are made for students who are single, pregnant women. If they are no longer able to ride the bus to the center, we offer lessons to them in a nontraditional settings. Students who are parents have access to counseling through East Central Mental Health, the Child Advocacy Center, and the school counselor to ensure their needs are being met. Many of our students fall in the range of economically disadvantaged, and there programs and funds in place to make sure they have adequate supplies for their classes.

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

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

The ACIP committee meets in May to analyze data and begin revisions to the ACIP goals. The ACIP committee meets in August to draft the plan; in September, the committee reviews the plan; in October, the administration and parents review the plan. The plan is turned into the state; thereafter, the ACIP committee meets to reassess the plan. The Mid-Year review of the ACIP plan is done in January and any updates are made at this time. The Mid-year Progress report is submitted to Dr. Carter, System Administrative Assistant: Instructional Programs. The ACIP team completes the final evaluation of the effectiveness of the ACIP plan from May to August.

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?

From May to August, the ACIP chair and administration compare the ACIP goals to the actual results as indicated by state assessment results. Teachers also meet to review the available data. Department chairs hold meetings to further analyze test data specific to their subject area. Data from local assessments such as Renaissance STAR, Study Island, and Stride are used to identify specific students who have not mastered the desired objectives.

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 plan is considered a working document, and The ACIP team meets to assess and revise as needed throughout the school year.

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.

State funds pay for 25.5 teacher units at PCHS, and 29 total foundation program units. Federal funds pay for additional teacher units. Federal funds permit middle school students to receive a full year of math and reading instruction on the block schedule which supports our schoolwide goal to improve reading and math scores on ACAP and ACT. Federal funds also supplement state funded classroom instruction by providing funding for instructional technology programs such as Study Island and Renaissance Learning. These programs also help students to achieve the schoolwide goals for reading, math, and also science. Professional development funds are also supplemented by federal monies allowing teachers to learn research based practices that they can implement in the classroom. Federal

funds also assist with the local parental involvement programs such as the Parent Expo.

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).

There are many programs that support the achievement of our schoolwide goals. First, the nutrition program at PCHS allows all students to receive a healthy breakfast and lunch. All students are eligible to receive free breakfasts and lunches. Pike County Schools has designed and implemented a system-wide wellness policy which includes nutrition education, physical activity, eating environment, nutrition guidelines for all foods on campus, child nutrition operations, and food safety and security. This policy can be viewed on the Pike County Schools website under Child Nutrition. We are part of the National School Lunch Program and follow all federal and state guidelines. We receive commodity items from the USDA. Secondly, our school system has an excellent vocational/career tech center which provided real-world training for students in a variety of work fields. Students are given the opportunity to receive short-term certificates through local community colleges in career fields that allow students to work when they graduate. Finally, as much as possible, anti-bullying efforts and anti-violence programs are scheduled each year when schedules can be coordinated between presenters and the school calendar. Furthermore, as a district, we have a wellness calendar in which there are pre-determined monthly themes and days that relate to prevention and support of overall wellness.

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 Title I meeting was held on September 14, 2022. The meeting will be announced on social media and with platforms. At the meeting, parental involvement and the Title I budget including the 1% reserve set aside for parental involvement were discussed with parents. Parents are able to give feedback on topics discussed at the meeting, and they had the opportunity to view a presentation.

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.

Pike County High School strives to provide flexible ways for parents to be involved in meeting and activities. For example, Open House is held and parents as well as students are allowed to visit with teachers and pick-up schedules. Report card conference day is held once a semester from 2:00-7:30 p.m. This range of time allows for parents who work different shifts an opportunity to come pick up report cards as well as conference with teachers. Individual conferences are available on an as needed basis. The Pike County School system holds an annual Parent Expo. This program allows for parents and interested visitors to become informed on various topics, such as state standards, student achievement standards, local achievement standards, Title I, how to monitor their child's progress, as well as how to work with teachers in order to help their child reach their academic potential. Free school supplies are given out at the Parent Expo. Principals, counselors, faculty, and community agencies will also be available for assistance. Along with the aforementioned engagement practices, parents also have access to their student's current school information on the school website as well as the district website, Facebook, and Instagram. These websites enable students and parents to access student progress in real time, communicate with faculty through email, access teacher web pages, follow assignments posted, and view student grades in PowerSchool. Another engagement practice used is School Messenger. This is a call service that notifies parents of major events in the school system. Parents can sign up for this on the school website. Teachers use individual tools to engage parents and students, such as Remind. This is used to communicate specific information about individual classes or extracurricular events. Telephone and text messaging is also used by faculty for communication. Parents of upcoming 9th graders are sent a letter with three options of dates and times to meet and sign off on their child's 4-year plan. Each year the counselor holds a FAFSA night so parents of seniors have the opportunity to come complete the FAFSA for their senior with assistance from a financial aid counselor.

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).

The Title I meeting was held on September 14th in the library at 4:00. The meeting was announced through social media and other platforms. PCHS offered athletic tickets as incentives for attendance. At the meeting, parental involvement and the Title I budget including the 1% reserve set aside for parental involvement were discussed with parents. Parents are able to give input on topics discussed at the meeting through a survey.

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

Funds for parental involvement are used to fund the Parent Expo and to pay for the printing of the parent letters.

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))

PCHS endeavors to the extent practicable to work with parents in languages the parents can understand. The PCS ELL teacher is available at open house and midterm open house to translate if necessary. The PCS ELL teacher is also available at the school if needed for a parent-teacher conference. Pike County Schools use Master Word to translate documents into other languages. Parents are able to access student grades and other information through the Power School Home Portal for Parents. Parents can also get information about how their students are scoring on Accelerated Reader quizzes through Renaissance Learning Home edition. Letters about standardized testing are sent home by the counselor, and parents are given copies of their children's standardized test results summary page. At its annual 7th and 9th grade orientation meetings, Pike County High School presents information about Title I programs, the curriculum, and forms of academic assessments used. Parents are informed about course options offered at Pike County High School. They also learn about promotional and graduation requirements. Health-related and other documents are provided in Spanish as needed. Report card conference day is held once each semester from 2 P.M. until 7:00 P.M. Individual conferences are also available to parents to further discuss individual student's test data and grades. Teachers are encouraged to communicate regularly with parents about the students' performances. Teachers communicate with parents by phone, email, personal conference, and through teacher communications via student agendas. Forms provided by the office are given to teachers for documentation of parent contact and student performance. Teachers use various digital tools such as Remind, Instagram, Facebook, and email to

communicate important information such as test dates and homework assignments to parents. Teachers also communicate with parents by using the telephone and text messaging. School messenger is a call service which notifies parents of major events in the school system. Parents can sign up on the Pike County High School Website (www.pikecountyhs.com). Important school functions are posted on the PCHS marquee which is located at the front of the school. Teachers are encouraged to post assignments, presentations, and other pertinent classroom information on their page of the PCHS website. Parents can access the PCHS website to communicate with teachers and find out about assignments and school events.

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))

Pike County High School has a Student-Parent Compact for Learning that was implemented to share responsibility for improved student academic achievement. This compact was developed through a coordinated effort of school staff members, parents, and selected students. It gives the school, the students, and the parents specific responsibilities to improve academic achievements and attain the state's high standards. All parents and students are given a copy of the compact at the beginning of the school year and are asked to sign the compacts signifying their commitment to partnering with the school and their child in ensuring their child's success. These compacts are discussed at faculty meetings and kept on file in the office for conferences. Parents are able to access student grades and other information through Power School Parent Portal. They may obtain a username and password at the school office. This enables synchronous parental monitoring.

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

Each year, Pike County High School brings its ACIP committee in to review, evaluate, and revise its ACIP. Parents on the ACIP committee are involved in the review process of the plan. Parents will be notified through the school web site that the plan is under review and that parents have the right to give input regarding the revision of the plan. If parents would like to request to be on the ACIP committee, they should file a written request with administration. If parents are dissatisfied with the ACIP, they will be able to meet with ACIP committee and administration to voice concerns and/or submit written concerns.

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.

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 provides the following services: I. PCHS encourages parents to become equal partners in their children's education by inviting them to join with teachers using the Parent School Student Compact. II. Teachers build relationships with parents through personal communication, digital communication, and face to face meetings at Open House, Report Card Conference Night, school athletic events, and parent teacher conferences. III. PCHS hosts an annual Title 1 Parent Meeting. III. Each semester PCHS hosts a Report Card Conference Night from 2:00PM until 7:00PM during which parents can pick up report cards and meet with their children's teachers. This may occur as a drive thru situation because of the COVID-19 restrictions. VI. PCHS will host a number of Parent Workshops on various topics addressing student success including the following: a. FASFA Night b. Senior Information Night c. Jr. High Orientation Meeting d. High School Orientation Meeting e. Special Education Services Workshop f. Parent Expo

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.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our faculty continuously works through in-services, faculty meetings, and departmental meetings to understand the importance of parental involvement and that our parents are partners in education. Teachers are available through phone calls, emails, TEAMS and parent conferences to make parental contacts to address needs and concerns. Pike County High School has its own website and athletic website in which information can be obtained about upcoming events, sporting events,

grading scale and reporting periods, as well as individual teacher contact information. All students are given a calendar with pre-printed pertinent dates. The PowerSchool Parent Portal allows parents can obtain a password to check grades from home, and it has an announce page where the school can post information. Teachers can also print and/or email progress reports to home. The Pike County School system provides all students with a planner that may be used to communicate information to parents. Parent are encouraged to sign-up for the School Messenger feature of our school website where parents can register to receive emails and/or text message notifications about events. Other forms of communication include the local paper and radio and television stations. Often times, signs and flyers are posted in area businesses and community center. The school system provides each staff member an email account and can use this account to communicate with parents via email.

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.

Throughout the school year, Pike County High School educates its faculty on the importance of parental involvement through in-service sessions and faculty meetings. The administration emphasizes the importance of keeping grades up to date in PowerSchool as to allow synchronous parental monitoring of student grades as well as the importance of using agendas to communicate with parents. Teachers are also educated as to the importance of a variety of grading procedures as well as quantity as to completely assess the student's comprehended knowledge of the subject matter.

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.

Pike County High School works with the Trio Upward Bound program which offers parent workshops and onsite tutoring for students in the program. Power School is available for parents to use to monitor their child's grades from home. PCHS will offer workshops for parents this year that focus on transitioning to the next level in education (elementary to junior high, junior high to high school, and high school to college), special education services, and other useful information.

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 Pike County High School website is used to publicize upcoming events. Parents can also sign up for Notify Me, a program that allows parents to register to receive text messages or emails about upcoming events. Other forms of communication include social media, flyers, newspaper ads, and radio announcements. Flyers are often posted on the lobby bulletin board. Special events can be posted on the PCHS marquee. We are also able to put important notices on the utility bills. A bilingual teacher at PCHS can verbally inform ELL students and parents of upcoming events. The Pike County School System uses a program to translate documents into foreign languages. The administration and faculty of PCHS strive to work with all parental requests and try hard to involve parents as much as possible. Many parents prefer to communicate electronically; thus, all faculty members have been provided with an email account that can be used for parent communication. The student planners can be used daily by the parent to communicate individual course assignments and concerns. Parents can be provided with progress reports at any time using Power School software or by coming to the school for a printed copy. Teachers welcome requests for parent teacher conferences.

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))

Every effort is made to accommodate parents with disabilities. Pike County High School is a handicapped-accessible facility. Pike County High School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency. Each year PCHS sends home a home language survey to identify homes where English is not the primary language. Spanish speaking parents are assisted during registration by a bilingual teacher or interpreter. Parent teacher conferences are also provided with a Spanish speaking interpreter or bilingual teacher. School forms are also available in foreign languages using a translation program.

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)
 2022-2023 Coordination of Resources Comprehensive Budget		<ul style="list-style-type: none"> •
 ACIP Committee List		<ul style="list-style-type: none"> •
 ACIP Title I Meeting Flyer		<ul style="list-style-type: none"> •
 PCHS School Compact		<ul style="list-style-type: none"> •
 Title I Parent Meeting-Signin Sheet		<ul style="list-style-type: none"> •