



Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Midland City Elementary School
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Instructions

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

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

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

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?

The Midland City Elementary comprehensive needs assessment uses various data tools to formulate the needed data. These data tools included Renaissance Learning, STAR, AIMSWEB+, ACAP, Eprove Surveys, Reading Horizons, Lexia, PowerSchool, and Stride. Teachers analyzed assessment data to determine strengths and weaknesses concerning the school.

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

The strength and weaknesses were identified according to the student assessment data. PowerSchool and Educator Effectiveness data was analyzed and strengths and weaknesses were determined in the areas of student discipline, student achievement, and educator effectiveness. Our needs surveys taken from staff, students and stakeholders were reviewed. Analysis of the curriculum alignment, instructional materials, instructional strategies, and/or extended learning opportunities were also conducted.

3. What conclusions were drawn from the results?

There is a need for improvement in all grade levels in reading and math. All teachers are highly certified. Surveys have shown that Midland City Elementary School teachers and students need more technology in the classroom. PowerSchool data has shown that behavior is an issue.

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

Midland City Elementary School administers the State of Alabama mandated tests annually. In September, teachers were asked to review benchmark data from Aimswebplus and identify strengths, weaknesses, or gaps in the curriculum. Teachers made recommendations to the school leadership team on input for school environment. We have analyzed our proficiency in reading and math at each grade level, and we have targeted students in need of intervention. Teachers in K-4 are implementing Reading Horizons and Heggerty. In addition, K-4 is currently using Envision Math.

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

The results of our needs assessment drives our professional learning goals. Our school focus for the 2022-2023 school year is to continue growing our toolbox of teaching strategies, student achievement, and student engagement. Teachers are collaborating to implement literacy across the curriculum. We have implemented a monthly comprehension strategy focus for students in grades third through fourth grade. Social Studies and Science teachers are teaching the monthly comprehension strategy, patterned from the comprehension toolkit. Teachers are also collaborating across grades to meet students' math needs. In grades third and fourth, students are using Reflex and XtraMath, a digital math component that complements the Envision Math curriculum. Within this component students work at their own pace and the component is used as a remediation resource, as well as a supplement to the core curriculum. Grades kindergarten through second grade have implemented a multi-sensory, developmental appropriate daily review of foundation math skills. We also use STRIDE to reinforce our standards.

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

An in-depth analysis of Aimswebplus results are conducted with teachers and the instructional coach. The strengths and weaknesses of each grade level are noted. Professional Development is designed to improve areas of weakness in each grade level. Each teacher meets with his/her students and individually and helps them set up yearly goals.

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

We are a Title I School. Technology is used to assist the acquisition of academic goals of all students. Accommodations are made for students on a case by case basis to include children who are disadvantaged.

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.

We have intervention times for grades K, 1, 2, 3, and 4. Teachers have been thoroughly trained in Webb's DOK and in multi-sensory instructional strategies through the use of our Reading Horizon Program. Technology is utilized with programs such as Flocabulary, Quizlet, Zearn Math, and Stride. We have also established a PTO program that has enhanced the social and learning climates of the school. Midland City Elementary will engage learners through high quality aligned college and career ready standards, instruction, and assessments.

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.)

Our school partners with various agencies that provide in-school mental health counseling services. One of these is The Arch. Additionally, Boy Scouts, and 4-H provides outside support for our school. We have a strong Positive Behavior Support system in place and have maintained our discipline referrals over the past few years.

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**.

We currently have in place common intervention times for grades K - 4. Students are also provided Tier II and Tier III intervention through the use of small group, individualized, and computer-based support.

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.

Intervention is provided to identified students (migrants, English Learners, and Economically Disadvantaged, Special Education, Neglected and/ or Delinquent and Homeless Students), during the school day through our tutorial assistants.

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.

MCES sends home student achievement reports once every nine weeks. If needed, we use Transact or an interpreter to help translate results to parents.

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

The teacher turnover rate for Midland City Elementary School was 10% for the 2022-2023.

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

The average of key teaching personnel is 4 or more years.

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)?

Recruitment strategies include inviting students from the local university, and we also have a strategic partnership with the local university that helps with intern placements. Retention strategies include team building activities, duty free lunches, teacher appreciation week which help to improve teacher morale and work climate. A teacher workroom has been set up for the teachers and other personnel to have a place to meet with parents. More activities are planned to help with teacher morale.

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

The data received from Aimswebplus guides professional development to strengthen instruction which ultimately increases student achievement.

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

The Reading Specialist meets monthly with staff members to assist with academic instruction issues. The principal attends Council of Leadership in Alabama Schools (CLAS) meetings. She also attends monthly principal's meetings to collaborate with fellow principals to increase student learning at the district level. The paraprofessionals attend a restraint training and the school secretary attends a conference training once a year. Teachers also attend Reading Horizons and Aimswebplus professional development throughout the school year.

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

New teachers are mentored by their grade level teachers along with the school principal and counselor. Inexperienced teachers are assigned a teacher mentor who supports the new teachers and help them in their first year. Opportunities are

provided to showcase good teaching practices through grade level, faculty meeting, and teacher mentoring.

12. Describe how all professional development is “sustained and ongoing.” Professional development is ongoing as we attend monthly grade level meetings to discuss standards, technology, curriculum and planned professional development throughout the year. The Reading Specialist assists with daily classroom coaching.

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.

We currently have Kindergarten Jump-start in place for incoming Kindergarten students. Additionally, our 4th grade students tour South Dale Middle School at the end of the school year to prepare for transition to middle school. We also have a parent meetings at the beginning of every year.

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

(N/A for Elementary Schools)

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 that is specific to the ACIP is collected from a variety of sources. The data is reviewed and analyzed through the needs assessment to determine if the goals that have been addressed in the plan are being met. Achievement data is compared from year to year to determine Data from the state's annual assessments, locally made assessments, and other indicators of academic achievement are analyzed to assist the staff in making changes in the curriculum so that each student will be able to achieve his/her full potential.

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?

Teachers, Reading Specialist, and the Principal analyze data results in monthly data meetings. After the data has been collected at the end of each year, the principal and teachers review each student's data to see if progress has been made. If progress has been made then teachers will continue with instruction. If no progress has been made then teachers will adjust instruction according to the data. Other options for those students not achieving the standards are the Reading Horizons, SPIRE and RTI. These students are progress monitored throughout the year to monitor growth. The goals for the 2020-2021 school year are data-driven from the previous school year based on weaknesses in various areas. All goals were designed with the needs of all students in mind. Disadvantaged students who scored less than proficient according to the universal screening developed for RTI will be targeted for the 2020-2021 school year. We realize the importance of closing the achievement gap between subgroups. Disadvantaged students were also targeted to participate in the Reading Horizons Program and extra intervention classes.

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?

Data is presented to the faculty and staff. Grade level meetings are conducted to gain teacher input. A committee compiles all the data and designs a school-wide plan. The final plan is approved by the entire faculty. Revisions are made to the plan as the needs change.

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.

Midland City Elementary School's plan for federal programs has been developed and coordinated with the state and local program's plan. Reform efforts are in place and will continue to be funded through federal, state and local 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 consist of Technology, Fee Replacement, Textbooks, Library Enhancement, teacher allocation, and Professional Development. Federal

Funding consists of Title 1, and Child Nutrition. The coordination of these funding sources will help ensure that all students meet the 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 Reading Specialist meets regularly with the district curriculum coordinator to analyze data and share instructional resources among schools. Federal, state, and local monies will be used to facilitate the goals and plans stated in the ACIP. Central office uses funds for these types of programs as well.

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.

- - 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.

- - 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.

- - I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.
 - 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))

Parents are invited to attend a drive-thru meeting this year due to Covid. All guardians/parents are invited to attend. At this meeting, the Title 1 School Plan is presented to all parents/guardians. This meeting meets the requirements for our School Plan. Parents are advised of the requirements of the plan 1 Plan, and what 1% of the money is set aside for. A power point is displayed, parents are surveyed, and are given a copy of the LEA plan and the Parental Involvement Plan. Two meetings are held so that all parents/guardians have an opportunity to attend.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

Two meetings are held for the parent meetings so that all parents/guardians have an opportunity to attend. Parents are given an opportunity to fill out surveys and needs assessments for the school. Funds are used to provide opportunities for training and participation in the initiatives outlines in the school improvement plan.

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

Parents are given an opportunity to fill out surveys and needs assessments for the school. Parents are invited to be a part of the Title 1 Committee.

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

Funds are used to provide opportunities for training and participation in the initiatives outlines in the school improvement plan.

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))

Two Title I meetings are held annually. A monthly calendar of events is sent out to all parents. Teachers use apps such as Remind and Class Dojo to communicate daily with parents, . The school uses School Cast, FaceBook, and a webpage to keep families and the community informed. Events are posted weekly on a digital sign that placed in front of the school. Teachers hold regular conferences and use communication folders to increase parent involvement.

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))

Two Title I meetings are held annually. A monthly calendar of events is sent out to all parents. Teachers use apps such as Remind and Class Dojo to communicate daily with parents. The school uses School Cast, FaceBook, and a webpage to keep families and the community informed. Events are posted weekly on a digital sign that placed in front of the school. Teachers hold regular conferences and use communication folders to increase parent involvement.

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

Parents are given surveys twice every school year in which they rank needs, and provide comments or suggestions on the School Improvement Plan. The Plan is readily available to parents in the front office, at parent meetings, and on the school web site.

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 given a copy of the School-Parent Compact yearly and asked to sign it signifying their commitment to working in partnership with the school and their child to ensure student success. Students also sign the compact as a commitment to share the responsibility in their own education. Each teacher is given the responsibility to explain the compact to students. The compacts are used during conferences. Parents are provided with information regarding the Title I program,

curriculum, and student data at the Title I meetings. Parents are invited to regularly scheduled Open House meetings to visit classrooms and share in student successes. An Academic Parent night is held yearly to inform parents of the the changes in curriculum and ways to assist students with homework.

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.

We have a MCES Parent PTO which allows parents and community members to become active participants in student success at Midland City Elementary School. Parents and community members are encouraged to volunteer at MCES. Parents are invited to regularly scheduled Open House meetings to visit classrooms and share in student successes. Parents are informed on how to use the PowerSchool Home Portal to access grades. Parents without computer access at home are invited to use the school's computers. Teachers in grades K-4 send home communication folders weekly, progress reports, report cards.

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.

A newly formed PTO has been established. The PTO president has communicated with the school the desire to boost the responsibilities of the PTO. The school is committed to helping get the PTO more involved in the improvement and academic success of the school. Midland City Elementary is also committed to utilizing Title I funds to provide handbooks for students and parents. Parents are also given a copy of the School-Parent Compact yearly and asked to sign it signifying their commitment to working in partnership with the school and their child to ensure student success. Students also sign the compact as a commitment to share the responsibility in their own education. Each teacher is given the responsibility to explain the compact to students. The compacts are used during conferences. Parents are provided with information regarding the Title I program, curriculum, and student data at the Title I meetings. Parents are invited to regularly scheduled Open House meetings to visit classrooms and share in student successes. Parents are given a copy of the School-Parent Compact yearly and asked to sign it signifying their commitment to working in partnership with the school and their child to ensure student success. Students also sign the compact as a commitment to share the responsibility in their own education. Each teacher is given the responsibility to explain the compact to students. The compacts are used during conferences. Parents are provided with information regarding the Title I program, curriculum, and student data at the Title I meetings. We also provide parents with phone conferences to accommodate their schedules. We use our school website, SchoolCast, and our FaceBook page for communication with our parents. We welcome our parents in our building and encourage involvement in the classroom.

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.

A PTO has been established at Midland City Elementary. The PTO president has communicated with the school the desire to improve the responsibilities of the PTO and the school is committed to helping her get the PTO more involved in the betterment of the school. Midland City Elementary is also committed to utilizing Title I funds to provide handbooks for students and parents to ensure students have a daily communication tool between home and school. MCES wants to make sure that all parents are able to have communication with the school, this includes our EL population. We use TransACT to send home forms in the parents native

language in order to keep them informed. We also have access to interpreters if the need arises for conferences or face-to-face communication.

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.

A PTO has been established. Parents are invited to join the PTO to assist the school in activities that will help the school. Midland City Elementary is also committed to utilizing Title I funds to help our students become better academically, socially and a more well rounded productive citizen.

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))

Information is provided to parents in the native language through the use of translating apps and programs. Translators from the community are invited to attend meetings when necessary. Parents are welcome to bring a friend, family member, or someone they prefer to translate during the meetings.

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.





- No

eProve™ strategies: Goals & Plans

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

-
- NO

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BLT/CIP Sign In Sheet		•
 Coordination 2023-2024		•