



Title I Schoolwide Diagnostic for ACIP 2021-2022

Title I Schoolwide Diagnostic for ACIP

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Table of Contents

Instructions	3
Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	13
Parent and Family Engagement	14
Coordination of Resources - Comprehensive Budget	22
eProve™ strategies: Goals & Plans	23
Attachment Summary	24

Instructions

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

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

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

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

In regards to professional development needs, teachers met with administrators to give feedback regarding desired topics of professional growth and development. Title I Needs Assessment Surveys were made available to parents at the end of the 2020-2021 school year. Various sources of data were analyzed by different members of the Building Leadership Team (BLT) including achievement data (to include ACAP, AimsWeb, ACT, and Workkeys), attendance data, and discipline data. The information gleaned was analyzed and summarized; those needs were considered in the current ACIP.

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

The needs assessment revealed areas of strength and weakness which were then addressed in the ACIP.

3. What conclusions were drawn from the results?

The needs assessment revealed achievement gaps between special education and general education as well as low performance in the areas of math and reading in several grades and a need for increased student attendance.

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

As a result of analyzing perception of parents by means of the parent surveys which were conducted in the spring of 2021, we learned that the percentage of parents that did not feel that they were appropriately involved in the decision-making process of our school had decreased from previous years. A large majority of parents felt that the school's curriculum meets their child's needs and is sufficiently challenging and that they were encouraged to contact their child's teacher concerning their academic progress. Parents also indicated that they feel that the school provides an environment conducive to learning that is safe. Thirty-five percent of parents school-wide indicated that they were not sure how to become involved in school planning/review committees. Additionally, twenty-six percent of parents indicated that they did not know about the school's referral program to community services outside of school such as adult literacy programs, social services, health services, GED and adult career development. Overall the surveys showed a greater satisfaction among parents concerning the school's communication with them.

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

School goals are focused on increasing teacher efficacy and sense of responsibility toward special education students in particular. School goals are also connected with increasing parental involvement through PTO and more Parent Night/Open House opportunities for parents and other stakeholders to visit the school. Professional development opportunities are also aligned with school goals as teachers will focus on rigor and engagement in the classroom, nurturing positive relationships with students, and increasing teacher efficacy toward special education students. Our mentoring goals are connected to attracting and retaining highly effective teachers.

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

Data was drawn from anonymous stakeholder surveys, walk-throughs, state and local assessment data, and other sources. All of these data sources were then carefully reviewed multiple times by small groups of stakeholders who finally made suggestions for goals to address perceived weaknesses.

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

The school goals address the needs of the whole school population by targeting strategies which research has demonstrated will result in increased achievement for all learners. An example of this is the school goal to increase academic achievement in both reading and math. The strategies to meet this goal such as Depth of Knowledge (increased rigor in the classroom), teacher-student mentoring, and peer and teacher tutoring are an example of how this goal was designed to address the needs of special populations.

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 schedule time for grade-level and school-wide collaborative instructional planning based on student achievement data. Data meetings are held three times a year. Data from these meetings is used to guide instruction and target students for intervention. We also provide classroom teachers with consistent curriculum resources across the grade levels to ensure continuity and collaboration, with a

school-wide focus on effective formative assessment and differentiated instruction to ensure all students receive a well-rounded education. Teachers are provided technology resources to promote engagement and equitable learning. We are using a multi-sensory approach to instruction in grades K-2 to increase literacy proficiency. Instructional coaches, administrators and all P-3 reading teachers are currently completing LETRS training to develop our skills in the science of reading.

2. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include—**

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Students in K-6 are provided by-weekly classroom guidance lessons to support their development of skills outside academic subject areas. Our school counseling program also provides students with targeted individualized counseling as well as small group counseling when appropriate to support the mental health of our students. ZCS also uses the RtI model to address problem behavior through monthly meetings of our Problem Solving Team. Students who consistently display problem behaviors are referred to the team. The team brainstorms strategies/activities to help these students. If necessary, a behavior plan is developed and implemented. Many teachers at ZCS have also received training in Conscious Discipline. We encourage the use of this model at our school, and offer resources and support to teachers who choose to implement this model in their classroom.

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.**

School counselors along with teachers and administrators identify students who may qualify as economically disadvantaged, homeless, neglected and/or delinquent, migrant, immigrant, and or EL status. These students are provided with school supplies, clothing, food, and/or other health items and medical services so that they will not have any barriers to school enrollment, attendance, and or success in school. These students have their school fees waived and are automatically eligible for free lunch/breakfast. These children will be provided 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. Any fee for after-school activities are waived for students who show extreme need of support. Many teachers volunteer their time, classroom resources, and materials during and after school to tutor students having difficulty in the classroom.

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.

Economically Disadvantaged/ Homeless /Migrant: Zion Chapel has been identified as a Title I school and some of this funding is used to enhance the education of the students identified as "economically disadvantaged. These students may benefit by waiving any school fee or expenses that may be incurred for programs, activities or services offered to all students during the school day. Additional costs for activities such as field trips, basic graduation expenses, club participation, etc. can be waived. Funds can be requested to cover these costs by requesting support from our school system's federal programs coordinator at our Central Office. Several local civic and church groups provide the school (free of charge) with additional school supplies, personal hygiene items, clothing, food, and other items as needed for the students that are identified as neglected, needy, disadvantaged, and homeless. In addition to the services listed above for students identified as "Homeless", if placement to another school district is required, Zion Chapel will work with the parent/guardian to provide services to still allow the child to continue enrollment at Zion Chapel based on academic, social/emotional needs to complete the grading period/ semester. It is the policy of the school to promote the best academic success possible when students enroll and withdraw. Based on the child's needs, the school will address the best possible solutions in assisting the child with earning the required credits for promotion/graduation. Students and their families may be identified as "doubled up" where one family is living with another family. The family member providing the home provides a statement confirming that the family is currently "homeless" and residing in the same home with them. Obtaining this statement will waive some of the enrollment requirements such as "proof of residency". Attendance and grades are monitored for homeless and migrant students. Extra assistance is provided when needed, and we work with parents to

remove barriers to school attendance and provide clothing and school supplies if needed as well as health services (dental, vision screenings). We also provide resources to families through United Way.

5. Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

The system utilizes a bilingual paraprofessional to provide achievement results to parents of students whose native language is Spanish when deemed necessary. TransAct is also utilized. A bilingual volunteer through Coffee County Family Services is also on campus two days a week to assist students as well as to help with communication from school to home.

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

We had 1 teacher retire. Additionally we had 3 teachers and 1 paraprofessional not return for this school year. Our school's current teacher turnover rate is 8%.

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

AA - 6% MS - 50% BS - 44%

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)?

Teachers who meet Alabama's standards for highly qualified status are recruited by the system. A pool of highly qualified applicants is developed through recruitment trips, website advertisement, attendance at job fairs on college and university campuses, and through the posting of available positions at individual schools throughout the system. Our system's partnership with Troy University supporting teacher interns has provided a number of highly qualified teachers. Vacancies within the school system are posted on TeachInAlabama.com, and applications are submitted using this website.

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

Data is reviewed in many ways to identify strengths and areas of concern. One of these ways is to look at each teacher's data. School-wide data is also analyzed to identify areas of strength and areas of concern. The professional development (school-wide, grade-level, or for an individual teacher) is determined based on patterns identified in those areas of concern.

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

ARI Leadership Learning Labs AMSTI Science in Motion P-3 Teaching Strategies GOLD LETRS

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.

All new teachers are assigned to a mentor teacher who will meet with them on a regular and consistent basis to provide help and support as determined by both.

12. Describe how all professional development is “sustained and ongoing.” On-going professional development will be provided through GOLD training, common planning and collaborative meetings with and Alabama Department of Early Childhood Education professional development consultant. Instruction/Best Practices and ARI Explicit Phonics/Intervention Model professional development is ongoing through communication among teachers, local-based, district-based instructional coaches. Teacher mentors will stay in contact with new teachers throughout the entire school year.

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.

There are several strategies that support and assist students in transitioning from one grade level to the next. When children transition from preschool to Kindergarten, they should have knowledge of certain school procedures. Throughout the year preschool students are exposed to various routines in preparation for Kindergarten. Towards the end of the school year, preschoolers are invited to spend time in a Kindergarten class to expose them to a new environment. Before the first day of school, all upcoming Kindergarten students and preschool students are invited to participate in JumpStart. This allows children to slowly be introduced to a Kindergarten or preschool classroom. For students who are transitioning from sixth grade to the middle school, an orientation day is planned in May so that sixth grade students have a chance to go tour the building, meet the teachers, and hear a presentation from the guidance counselor about the upcoming school year. An additional orientation will be held in August for these students when they will receive their lockers, schedules and will meet with individual teachers. Parent nights are scheduled for tenth grade students and parents to explore diploma paths. The guidance counselor works with Juniors and Seniors about their College and Career plans and organizes visits to colleges and work force events to help students begin to prepare to transition from the high school setting into the work force or college setting.

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?

Student achievement data is reviewed by the Problem Solving Team during monthly meetings to evaluate the progress students are making with interventions as well as by the Building Leadership Team at quarterly meetings to determine efficacy of strategies and activities being implemented school-wide. Observations and walk-throughs are also conducted by administrators and instructional coach to monitor the implementation and success of all programs.

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?

Building Leadership Team members analyze relevant data to determine efficacy of the schoolwide program on overall student achievement. Students who have been determined as performing furthest from expected benchmarks are monitored by the PST (Problem Solving Team). Appropriate interventions are decided upon by the team. Throughout the year, the team meets to adapt to the needs of each individual student with the ultimate goal of helping the student master grade-level standards. The PST team informs the leadership team of effective programs/interventions which guides them in developing improvement strategies for subsequent school-wide plans.

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 Building Leadership Team monitors and discusses the plan throughout year and continuously reviews the goals to ensure all efforts are being guided by the goals. The team makes adjustments as needed based on the most updated data and regularly collected input from stakeholders. Resources are allocated accordingly.

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.

The following school-wide programs, activities, and resources are coordinated and aligned to impact student achievement and school-wide goals: Scantron assessments, ACT, Workkeys, Rtl, GOLD, district, and state assessment results will indicate progress toward achievement of State academic standards and school-wide goals. The administrators, Reading Coaches, and building leadership teams will gather, analyze, and provide data for ongoing monitoring of the instructional program and progress toward proficiency and growth as well as the implementation of the continuous improvement plan.

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).

Federal funds are used to provide intervention services to students identified through the RTI process by providing certified interventionist or tutoring services. Evidenced-based materials, supplies, equipment, and software are also purchased to provide support for at-risk students. Federal, state, and local funds are used to provide counseling from an LPC, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills. These funds also provide the following: high-quality preschool services to facilitate the transition from early learning to elementary education programs; activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school; career and technical education programs to prepare students for postsecondary education and workforce; school climate and culture interventions and improvements; equipment

materials, and training needed to compile and analyze student achievement data to monitor progress, alert school to struggling students, and drive decision making; response to intervention (RtI) strategies intended to allow for early identification of students with learning or behavioral needs to provide a tiered response based on those identified needs.

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 Meeting Sign-in 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))

At the start of each school year during Open House, Zion Chapel School holds an Annual Meeting of Title I Parent for the purpose of informing parents of the school's participation in Title I, explaining the requirements of Title I, and explaining parents' rights to be involved. This meeting is advertised to the community through road signs, SchoolCast, the school website, and local newspapers to ensure maximum parent participation in the meeting. Because Zion Chapel is a Title I school, we receive federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for identifying students experiencing academic difficulties and providing timely assistance to help these students meet the state's challenging content standards, purchasing supplemental staff/programs/materials/supplies, conducting parental involvement meetings/trainings/activities, and recruiting/hiring/retaining Highly Qualified Teachers. Being a Title I school also means ensuring parental involvement and parents' rights to be involved in the development of the LEA Title I Plan, our school's ACIP, and the budgeting of our school's Title I funds. Receiving Title I funding also means that 1% of our Title I funds are set aside for parental involvement use.

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.

Zion Chapel offers flexible parent meetings throughout the year. We offer separate times for Open House visits for elementary and high school, as well as a four-hour window in the afternoon/evening for parent night/Open House. Daytime meetings can be scheduled at the convenience of the parent. We also offer a variety of activities for children during the school's Parent-Teacher Conference Night in October. These include games, activities, and snacks. An Annual Meeting for the parents of Title I schools is held during each school year with flexible offerings. During these meetings, parents are given a description and explanation of the curriculum in use, forms of assessments used to measure student progress, and the proficiency levels students are expected to meet.

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).

All Zion Chapel parents are invited to our annual Open House/Title I Parent Meeting in August where we educate parents on their rights and their involvement in the planning, review, and improvement of the Title I Program. All parents have the opportunity to be involved in the decision-making process. During the year, other meetings are conducted during which parents are given opportunities to offer input, make suggestions, share experiences, and participate in the decision making process. Parents will be informed at the annual meeting of their right to express their disagreement with any aspect or component of the LEA Consolidated Application for No Child Left Behind funds by contacting the Coffee County Schools Federal Programs Coordinator.

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

- a description and explanation of the curriculum used at the school , the forms of academic assessment used to measure students' progress, and the proficiency levels students are expected to meet; - if requested by parents, opportunities to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children, and respond to any such suggestions as practicable; - assistance to parents of children served by the school or LEA, as appropriate, in understanding suggestions as practical; - assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessment, the Title I, Part A requirements, and how to monitor a child's progress and work with educators to improve the achievement of their child; - materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology to foster parental involvement; - assistance in communicating with teachers; - information related to school and parent programs, meetings, or other activities in a format and, to the extent practicable, in a language the parents can understand; - parental involvement activities as requested; - literacy training if all other reasonably available sources are exhausted; and, - reasonable transportation and child care costs to enable parents to participate in school-related meetings and training sessions.

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))

Zion Chapel School will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: - Parent surveys have been distributed in both English and Spanish as needed - Information may be translated as needed by requesting assistance from the central office - When applicable the services of a translator are utilized. - Transact will be utilized to provide certain documents in students' home languages as needed. - Interpreters are provided for meetings as needed for parents that do not speak English. - Materials will be provided in an understandable format. - Hold an annual ESL parent information session, if needed. Information is given to parents on various topics, and parents are given an opportunity to ask questions. are given an opportunity to ask questions. The LEA plan for Migrant, Immigrant, Neglected and Delinquent, and Children and Youth Experiencing Homelessness will be followed. Zion Chapel will also provide opportunities to educate teachers, central office staff, principals, and other 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 school's Home-School Compact also addresses the importance of communication between home and school in an ongoing basis through, at a minimum: parent / teacher conference at least annually during which the compact will be discussed as it relates to the individual child's achievement; frequent reports to parents on their child's progress; notification of their child's progress on state assessments; reasonable access to staff; opportunities to volunteer and participate in their child's class; and observation of classroom activities.

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))

Zion Chapel School has developed (jointly with parents) a written school-parent compact for all children participating in Title I, Part A activities, services, and programs. This compact is part of the school's written parental involvement plan developed by the school and parents under section 1118(b) of the No Child Left Behind Act of 2001. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state standards. School administrators, faculty members, parents, and students serve on the Parental Involvement and

Home-School Compact Committee which agrees upon activities and actions that will support effective parental involvement and strengthen student academic achievement. In addition, during this meeting we conduct an annual evaluation of the content and effectiveness of the parental involvement plan in improving the academic quality of our school, including identifying barriers to greater participation by parents in authorized activities. These findings are used to design more effective strategies and make necessary revisions to the plan. All parents are made aware that the plan is being evaluated and understand the procedure that is in place to allow them the opportunity for input. Input may be from serving as a member of the committee conducting the evaluation, completing a parental involvement survey, participating in parent focus groups, etc. The input, including the results of the parental involvement survey, are used to assist in addressing the evaluation of the plan.

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

Parents will be informed at the annual meeting of their right to submit to the Coffee County Federal Programs Director their comments of dissatisfaction with the school's Parental Involvement Policy and Continuous Improvement Plan once it is submitted. The Parent and Student Advisory Committees meet periodically to evaluate and revise, if necessary, the Title I Plan, the Title I budget, the Parental Involvement Policy, the Parental Involvement Plan, Home-School Compact, the method of allocating funds to the schools (i.e. Set Asides), and other federal programs' policies and program components.

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.

Parental and community participation will be promoted and encouraged. When parents feel they have the power to change and control their circumstances, their children tend to do better in school. Their parents are also better equipped to help them. When schools work with families to develop their connections, families

become powerful allies of the school and advocates for public education. Not later than thirty days after the beginning of the school year, parents must be informed of identification, level of proficiency, instruction, IELP objectives, exit requirements, and academic achievement standards for promotion and graduation. Parents and community members who speak a language other than English are invited and encouraged to participate in all school and system level programs and activities as English speaking parents. The school system will provide the following: - Conduct an annual evaluation of educational programs to identify and eliminate barriers that may exist in preventing parents from participating in school activities - Provide an interpreter to assist in school registration, if needed - Provide an interpreter for parent/teacher conferences - Provide notices of school meetings and other activities in the language parents can understand - Provide opportunities for parents to participate in the education of their children - Provide opportunities for parents to be included on school and system level committees

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 Coffee County School System and Zion Chapel School will use effective strategies to implement effective parental and family involvement in the Title I Program. It is the belief that there is a shared responsibility in educating children. There must be a sense of shared responsibility and accountability from the school and the home. To this end, there will be a unified effort to build partnerships with the parents and families of our students. This partnership will be accomplished through parental notification of the Title I Program and parental involvement activities. The Home-School Compact will be developed with the involvement and input from parents. This compact is customized for our school and updated annually. It is distributed to each Title I parent as an agreement to work cooperatively for each child's school success. The goal is to help accomplish the desired learning and to establish open communication between parents and school staff. Our school's compact consists of an agreement by the teacher, parent, and

principal. In the lower and upper grades, the student also signs the agreement. Each agrees to carry out his/her responsibility.

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.

In addition to Title I activities, parents will be also invited to participate in the school system or school activities (to the extent allowable under COVID-19 guidelines) which may include: Family Literacy Services Parent Visitation Day (Statewide Observance) Parent / Teacher Conferences Home and School Newsletter Family Reading Night Grandparents Day Parents' Lunch Day(s) Kindergarten Open House Parent Orientation and Open House Kindergarten JUMPSTART PreK JUMPSTART Parenting Sessions PTO Parent Luncheons School / Parent Newsletter Community Involvement Business Partnerships Read Across America Week FAFSA Help Night Senior Parent Night Fall/Spring Festival

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 school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including

alternative formats upon request, and (to the extent practicable) in a language the parents can understand. Examples include: - Title I brochure - Migrant brochure Zion Chapel ensures information is relayed in multi-language formats as needed and requested. - Homeless brochure - SchoolCast - TransAct - Parent/Student Information Guide - Student handbook - School website - Power Schools Home Portal

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.

Parents are invited and encouraged to serve on various advisory committees throughout the year. These advisory committees function to create school calendars, revise the school-home compact, revise the parental involvement plan, as well as to offer feedback concerning different activities and events throughout the year. We strive at Zion Chapel to create an environment that encourages parents to become active participants in their child's education. When parents suggest activities or changes they would like to see, the building leadership takes them into consideration and, when able, acts upon the request.

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))

Parents shall be given written notice that their child has been classified as EL. The notice shall request parental approval (as indicated on the EL Committee documentation) to place the student in the EL program, as well as information about the benefits of the program and that it is an integral part of the school program as a whole. The notice shall be printed in English as well as their native language with the TRANSACT program. If this is not possible, an interpreter will be asked to convey this to the parents of the EL student. Entry into the EL program

must be approved in writing by the student's parent or guardian. Approval shall be considered valid for the student's continued participation in the program until the student meets the exit criteria, graduates from high school, or the parent requests a change in the program placement. Zion Chapel School will, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program. When applicable and when available, printed materials will be translated used and/or the services of a translator utilized.

Coordination of Resources - Comprehensive Budget

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

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

☒ **I have completed and uploaded the Coordination of Resources - Comprehensive Budget.**

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

ATTACHMENTS

Attachment Name



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)
 7-12 Title 1 Surveys		•
 ACIP Meeting Sign-in Sheet	Initial meeting to review data and potential goals.	• 1
 Comprehensive Needs Assessment		•
 Coordination of Resources Comprehensive Budget		•
 K-6 Title 1 Surveys		•
 Parent/Student Compact 21-22		•
 Parental Involvement Plan		•
 Title 1 - Open House		•