

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Faculty analyzed data from ACAP, Exact Path, discipline reports, and surveys to determine strengths and weaknesses.

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

ACAP data indicates the school is above state proficiency levels in math, reading and science. However, math scores were well below 50% in all grade levels. The Needs Assessment survey revealed that 86% of faculty believes school nurses are very critical and 71% believe daily school attendance is very critical. According to the Title I Parent Survey, 98% of parents feel welcome at school; 95% have internet access at home; 91% are aware of the school's academic goals and how they can be involved. In describing the expectations for students, the Climate and Culture Staff Survey indicated the following: 100% students are learning; 75% students are busy; 92% students are able to explain. 50% of staff feel patient and calm when completing responsibilities at work; 33% feel rushed and tense; 92% feel happy while at work; 83% feel supported; 33% feel appreciated and 8% felt lonely and pressured.

3. What conclusions were drawn from the results?

Individual learning paths and goals will be assigned to students based upon weaknesses. Academic Recovery (AR) will be available for students during the school day. Student attendance will be monitored closely. The administration will explore options to make teachers feel more appreciated at work.

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

The team determined that in addition to using Exact Path as an individualized remediation/acceleration resource, teachers would also have the option to implement other web-based programs to help close the achievement gap. Students will participate in character building activities during physical education. A survey will be administered to identify student interests and enrichment classes will be offered to meet their interests. The school will continue to provide bullying and drug awareness programs.

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

The goals reflect the conclusions drawn from a variety of data sources. Goals are established and prioritized based on the analysis of formative and summative assessment data and surveys. The team uses the data to monitor and assess the effectiveness of programs and other resources that have an impact on the school program. Grade level collaboration and data meetings provide directions for revising current instructional practices. Our goals focus on ensuring that we show continuous academic achievement. We will continue to implement RTI for our Tier II and Tier III students and individualized web-based instruction for all students. A school team will receive training for prevention/postvention suicide protocol.

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

Data collection and analysis from multiple sources are the driving forces that lead to the development of our school goals. Goals are revisited continuously throughout the school year in data meetings and faculty meetings. Data from ACAP is the catalyst used for determining academic goals. Discipline and attendance reports guides in identifying students with a pattern of absenteeism and those with a propensity for misbehavior.

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

The goals address the needs of the total school population and special recognition to children who are disadvantaged through the implementation of the following programs and strategies: RTI, differentiated instruction, strategic teaching lessons, individualized and small group instruction, Accelerated Reader, Exact Path, Stride, and AMSTI. Students are rewarded for meeting outside reading requirements (ORR) goals.

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.

Differentiated instruction, small group instruction/remediation, AMSTI, and technology resources strengthen the academic program. Web-based programs such as Exact Path and Stride are additional tools used to both intervene and accelerate learning. Academic classes are 60 minutes, giving teachers more instructional time each day. The day begins with a 30 minute intervention/acceleration period. Enrichment classes are offered based upon students interest.

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 district contracts with South Central Alabama Mental Health Services to provide in-house counseling and a mental health coordinator has been hired to serve in the schools. A career-technical representative guides students with developing their four year plan for high school. To address problem behaviors and provide behavioral intervention services, the district utilizes Base, a computer-based behavior intervention program.

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.**

Students can communicate with teachers via Remind and Gmail to receive assistance. They also have access to web-based computer programs that will aid in reinforcing 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.

Students are able to access computer-based intervention programs outside of the school setting to enhance learning opportunities. We provide students with opportunities to meet their basic needs (i.e, self care, meals, etc.). Web-based computer programs/websites are used to meet their needs--Exact Path, Stride, Khan Academy, Edulastic, and AMSTI. RTI, individual and small group instruction,

and remediation are additional strategies. If students do not have a computer at home, the school provides a device, as well as hotspots.

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.

If necessary, Transact and Language Line Solutions translation services for English learners are available.

6. What is the school's teacher turnover rate for this school year?
This year SMS hired two special education teachers and a social science teacher.

7. What is the experience level of key teaching and learning personnel?
Straughn Middle School has 6 certified employees with a Bachelor's degree and 13 with a Master's degree.

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

n/a

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

Data from academic assessments drives professional development. As learning gaps are identified, plans are made to provide teachers with the necessary training to improve instruction.

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

Professional development opportunities include workshops offered by the District throughout the school year and during the summer. Teachers are also required to obtain 18 additional hours of professional development in their field each 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 teacher orientation sessions are required and facilitated at the district level. Topics include: Technology, Curriculum Overview, Flex Hours, Assessment and Curriculum, Special Education Policies, Power Schools and Board Policies. A mentor is assigned to any new teacher who does not have teaching experience.

12. Describe how all professional development is "sustained and ongoing."

The District provides ongoing opportunities for professional development throughout the school year and summer. The Troy Regional In-service Center also offers an array of workshops for teachers during the summer. Also, teachers must complete 18 hours of professional development outside the regular school day. These flex hours allows them to select those workshops they feel will help them improve as educators.

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.

SMS provides 6th grade orientation to 5th grade students in the spring each year. The school also collaborates with the Straughn High School to help transition 8th grade students into the 9th grade. In addition, SMS typically hosts a parent orientation for all grades in the fall of each school 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)

Straughn Middle School will ensure that students with disabilities are provided a free appropriate public education (FAPE) consistent with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act (ADA Title II) in their school of choice. A school to which a student transfers may elect to implement the individualized education program (IEP) or Section 504 Plan (for students eligible only under Section 504 and Title II) developed by the prior school, convene an IEP meeting and develop a new IEP in consultation with the parents that meets the students' needs or, for the Section 504/Title II-only eligible student, determine the regular and special education and related aids and services necessary to meet the students' needs.

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?

Teachers help analyze and disaggregate data. Data meetings are held to determine RTI groups, intervention strategies, student behaviors, attendance and other concerns. Data is also discussed at monthly RTI meetings.

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?

Using State assessments, we analyze data from subpopulations, identify weaknesses, and create an individual action plan for students. During Each 9 weeks grading period, the administration reviews failure reports. Students with failing grades are given options to improve their grades.

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 revised if the team determines current practices are not being effective. A meeting is convened to identify other strategies to implement to achieve goals.

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.

At the local level, the school uses Exact Path, Stride, Savaas and Renaissance as resources. These resources are used to remediate and accelerate learning. Teachers also use Google Classroom and other web-based resources such as Kami, Screencastify, Google Meet, Zoom, and Edulastic. The District funds Renaissance and Base, a behavior intervention program.

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).

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Straughn Middle School implements the "Too Good For Violence" program and outside agencies such as the Drug Task Force, the Covington County District Attorney's office and the Covington Baptist Association. The National School Lunch and Breakfast Program supports healthy eating habits. School breakfasts and lunches are provided to all students at no charge this school year. The Council on Substance Abuse (COSA) is also a resource.

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))

Due to COVID-19 concerns, a brochure consisting of the following information will be posted on the school's website: Title I goals; how Title I helps Straughn Middle School; school roles; Parental involvement; Parents Right to Know, and the 1% set-aside. Information will also be posted to the SMS Facebook page.

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.

Typically, parent meetings are held during day and evening hours throughout the school year to accommodate parents. However, due to COVID 19 concerns, parents will be encouraged to participate in virtual meetings. If this is not an option, meetings will be held on campus and social distancing guidelines will be followed.

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 informed of meetings through social media, the school website, and Remind 101.

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

Funds are used to purchase literature for the parent center and postage stamps for communication.

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))

Information is provided to parents through the school website, progress reports, report cards, and PowerSchool parent portal. The STATE assessment (ACAP) student report is sent home with students' first report card. Teachers are accessible to

parents through e-mail and conferences. If language is a barrier, TransAct and Language Line Solutions are available through the Covington County Schools System to facilitate communication with parent/guardians.

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))

Typically, a meeting is held in April to review and revise, if necessary, the School-Parent Compact. However, due to COVID-19 restrictions and school closure, the school decided to use the same compact from the 2021-2022 school year. The Compact is filed with each homeroom teacher and serves as a working document to ensure the success of students and to establish partnerships with parents.

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

Parents may submit comments of dissatisfaction ~~with the plan~~ verbally or in writing to school administrators or teachers. A meeting will be scheduled to address any concerns. If a resolution is not met at the school level, parents may contact the District's Federal Programs Coordinator.

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 invited to assist with school programs/activities, serve on various committees, share their expertise in various fields/areas and assist with extracurricular activities. The school counselor assists parents with accessing the PowerSchool Parent Portal, which provides parents access to their child's comprehensive academic progress, attendance and upcoming events. Teachers use Remind 101 and social media to communicate with parents. Additional parent information can also be found on the school website. Educational materials are located near the counselor's office.

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.

Important information is provided to parents in the school office in the Parent Corner. Resources are made available during school conferences, meetings, and events. Parents are always welcomed in the school and encouraged to serve on school committees.

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.

Straughn Middle School will work through in-service meetings, Title I planning meetings, faculty meetings, and data meetings to reinforce the importance of the school Title I program. A parent corner is located in the office with information to support families in educating their children. Parents are contacted to assist with programs and events. The Parent/Student/Teacher Compact outlines expectations for students, parents, and teachers, and it is signed by all parties. This is a working document and a great resource for conferences.

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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.

TransAct and Language Line Solutions are available and will be used to translate documents in a language that parents can understand. A translator will be provided, if needed, for EL students and parents. Presently, SMS has one EL student.

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.

Straughn Middle School has an open door policy and welcoming environment. Parents assist with school activities such as Fall Festival, sports, and the school dance. They are invited to our annual Christmas and Black History Programs.

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 of students with limited English proficiency, disabilities, and migratory students will be contacted by telephone or email in a language in which they are proficient. If necessary, any official documents can be translated for parents in the appropriate language through TransAct or Language Line Solutions.

