



Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

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Ariton School
Josh Herring
P.O. Box 750
264 Creel Richardson Drive
Ariton, Alabama, 36311
United States of America

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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.

2024-2025 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The needs assessment was conducted by a team of stakeholders (administration, faculty, staff, parents, and community members) and is ongoing. The team of stakeholders is actively involved in the decision-making process for the school which becomes the Ariton School Continuous Improvement Plan. The needs assessment began by the Continuous Improvement Plan team members meeting to review the ACIP from the previous school year, review test data, set goals for the upcoming year, appoint committees, and discuss allocated funds and how they would be used to meet the goals. Committees of stakeholders were responsible for data collection and analysis, for determining strengths and weaknesses, and for developing action steps that would meet the needs of our students. Agendas and sign-in sheets from each meeting were prepared and minutes were recorded. Parents were involved in the planning and development of our ACIP and were asked to provide input. ACAP data, AIMS Web data, STAR data, ACT data, enrollment numbers, attendance, student attendance, and certification were examined. Powerschool was also utilized as a data source. Teachers were consulted as goals and action steps were developed, submitted, and utilized as a data source also. Progress will be monitored throughout the year using various assessments. The results of the progress monitoring will be used by teachers, grade levels, and faculty to make adjustments to ensure student success by the end of the 2024-2025 school year.

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

The Alabama Comprehensive Assessment Program (ACAP) was given for the third time in the spring of 2024 and it revealed the need for growth in reading and math for grades 2-8. AIMS Web Benchmark Assessments for Reading and Renaissance STAR Math were also given in the spring of 2024, while iReady was implemented in and given in the fall of 2024 and these assessments showed a need for reading and math growth. Students in grade 11 took the ACT and this assessment did show a need to increase proficiency in math and reading on the ACT-based assessments across all grade levels. The ACCESS test was administered to students in grades K-12 and it also showed a need to increase EL students' overall proficiency level with 4 EL students exiting the program.

3. What conclusions were drawn from the results?

Upon review of August 2024 iReady Reading scores, grades K-3 showed the highest percentage of students with a reading deficiency but historically have shown the most growth. Therefore, we will continue working towards the goal of ensuring all students meet the set proficiency levels. After reviewing all ACAP math scores 4th, 5th, 6th, and 7th grade math showed the highest percentage of students with a

math deficiency. ACAP reading scores showed the highest percentage of students with a reading deficiency were in 5th grade. Additionally, September 2024 iReady math scores (current 8th graders) had the highest percentage of students with a math deficiency. We will focus on raising those areas of weakness as well as our overall academic scores. Ariton School also needs to create an improvement plan based on increasing reading proficiency on ACT based tests from a composite score of 18.9 to 19.1. We will also focus on exiting students currently in grades 4, 5, &6 from the EL program.

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

Our ACAP data indicates we will focus our goal to decrease the amount of students with a reading and math deficiency in grades 2-8 as indicated by that assessment given in the spring of 2024. We will streamline our strategies and action steps to increase proficiency in reading and math. Survey results reveal stakeholders are satisfied with school programs and processes. The demographic data shows enrollment at Ariton has increased from 880 to 885. All Dale County Schools, including Ariton School, are 100% free and reduced lunch status.

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

All of the goals for the 2024-2025 school year are data-driven from the beginning iReady Benchmarks based on weaknesses in various areas and the ACAP data from the spring of 2024. The ACIP process assists in the collecting and analyzing this data. Due to the ongoing need to increase proficiency in math and reading, Ariton School will focus its goals on teachers improving their practice and content knowledge. This will include support from regional support staff Alabama Reading Initiative, local reading specialist, county ELL specialist, AMSTI Math, and district curriculum coordinators.

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

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

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

All goals were created with the strengths and challenges of all students in mind. Disadvantaged students who scored less than proficient according to test data and classroom grades will be targeted for the 2024-25 school year in all areas of tiered instruction. We are striving to close the achievement gap between subgroups.

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

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.

Ariton School will follow the tiered model of instruction and we will use the following programs and resources: Envision and Reveal for math, McGraw Hill Open Court for grades K-5, and Study Sync for grades 6-12 for ELA. Intervention in reading and math is provided using SPIRE and iReady in math. Our schedule allows time to accommodate and meet the needs of students in all tiers of instruction. Our school has district curriculum coordinators to support teachers and students. We offer a gifted program for students in grades 3-6, enrichment classes for grades 7-8, ACT prep classes, IEPs, 504s, SRIPS, EL Plans, and four-year plans based on high school student's progress/data.

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 who are in need of additional support will also be given assistance at the school level. The school guidance counselors are able to support students on an as-needed basis. Students are offered an opportunity to participate in SGA activities to foster relationships and provide mentoring opportunities. A school-wide tiered model exists to address academic and behavior concerns. Tier II is built into each grade level's schedule for reading and math. Tier III supports are in place for reading and math with the following programs: SPIRE and iReady Math. Credit

recovery is offered for 10th-12th grade students at risk of not having enough credits to graduate. Students in grades 10-12 have the opportunity to enroll in dual enrollment courses through Wallace Community College and Enterprise Ozark Community College. Students in grades 9-12 can take courses through ACCESS distance learning, Career Prep for 9th graders, 12th grade Work Force Essentials, work-based learning for grades 11-12, and career technology opportunities for students in grades 9-12 at Bridge Academy.

This year Ariton School is also participating in the Peer Helpers PLUS program which uses peer-to-peer support and works on a multi-tiered support system as it provides a social-emotional learning curriculum that teachers will teach in PreK -12th grade during designated times. Students may also be referred to our mental health coordinator/mental health counselor, and Spectracare.

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day.**

During the summer of 2024, Ariton School offered a summer reading camp for kindergarten through 3rd grade students with a reading deficiency. A summer math camp for students in grades 4 & 5 was also offered. Students in grades 7 -12 who failed a class had the opportunity to attend summer school at South Dale Middle School or Bridge Academy to recover any credits that might need to be made up. Students were identified using grades, data, and teacher recommendations. It is coordinated at the school level. The summer reading and math camp provided instruction in reading and math for the identified at-risk students. This camp will also be offered during the summer of 2025. Students who have internet access may also visit the Ariton School website and link to the online instructional programs they use during the day such as Google Apps for Education and Savaas Realize. Teachers may also post assignments and lesson plans in their Google Classrooms for the benefit of both students and parents. Teachers provide after-school time to students to make up classwork and complete tests. Extended-day teachers have been hired to help with students who are at risk in reading and math. ACT prep classes have also been offered on Saturdays to help prepare students for upcoming ACT tests.

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.

Ariton School and Dale County Schools has policies and procedures which are aligned with federal/state law regarding the challenges migrant, English Language Learner students, economically disadvantaged, Special Education, neglected and/or delinquent, or homeless students face that are commonly addressed through tiered instruction and accommodations identified in the IEP, IELP, and 504 plans. Ariton School frequently coordinates with local county and state officials to ensure that the needs of neglected, delinquent, and homeless students are sufficiently addressed. All homeless, migratory and limited English proficient students must have equal

access to the same free appropriate public education, whether or not, including public preschool education, provided to other children and youth. All homeless, migratory, and limited English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Each subgroup has a LEA Plan to provide for the needs of the students that is located at the school and Central Office. The following is a listing of programs and targeted dates provided to Ariton School students: English as a Second Language Program/Qualified English Language Learners/Continuous throughout the year, Special Education Program/Qualified Special Education Students/Continuous throughout the year, Gifted Program/Qualified Students in Grades 3-6/Continuous throughout the year, Summer Reading Camp, Flashlight 360, EL Parent Nights, Services and Human Resources/Targeted Group(s)/Dates Implemented: Guidance Counselor/Any Student/Continuous throughout the year, Problem-Solving Team (PST)/Referred At-Risk Students, System wide Student Services Coordinator/Truant, Migrant, Economically Disadvantaged, Neglected, Delinquent, and/or Homeless Students/Continuous throughout the year, and Classroom Teachers/Interventionist/Identified Students in Grades 1-6/Continuous throughout the year. Comprehensive Needs Assessment is completed annually and addresses the needs of migratory children. Dale County assures that the educational needs of migratory children, preschool through grade 12, are met as well as year-round needs of migratory K-8 children. Equal access to educational programs, Title III, and other supplemental programs provided during the school day is available. Migrant children must meet the same challenging academic achievement standards that all children are expected to meet. Migratory students who are at-risk are identified and offered assistance through summer reading camp opportunities and counseling sessions. Professional development is provided annually to school personnel in an effort to assist with the education of the migrant child. Migratory parents are included as stakeholders in the education of their children and the MEP. They are specifically targeted to participate in meaningful dialogue with the school through parent meetings, conferences, parent training sessions, and committee representation. A mental health coordinator and counselor have also been hired to assist teachers and counselors with coordinating services for those in need.

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

Translated handouts/forms/information are distributed in the language the student and parents can understand. The Dale County Schools and Ariton School websites can also be translated into any language. All documents will be translated by our EL instructional aide or the teacher. Academic achievement results and the interpretation of these results are often reviewed during parent conferences and a translator is provided for the parent if needed. The Dale County School System provides supplemental services to EL students that include, but are not limited to summer reading camp, interpreters on hand as needed, or resource programs for these identified students. Programs and activities will be developed, implemented, and administered through the regular classroom instructional program as well as the individual learner plan to ensure that ELs acquire academic language as part of

the core academic program. All EL students will be taught by certified teachers, and all teachers are fluent in English. Ariton also employs a part-time EL teacher four days a week to work with EL students to help increase their overall proficiency goal. A county ELL specialist supports Ariton School on an as-needed basis. Administrators, counselors, EL teacher, and the EL specialist have worked together to provide ACCESS scores to students and parents along with their Individualized English Learner Plans. An ELL Night was held for parents to have assistance with completing their registration paperwork for the new school year, ask questions, and review their students' plans and data.

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

From the conclusion of the 2023-24 school year to the beginning of the 2024-25 school year, the following changes to Ariton School staff were: 4 new classroom teachers. A new paraprofessional was hired to aide in kindergarten. A part-time EL teacher was hired to assist for four days a week. The elementary counselor was moved to the high school counselor position, and a new elementary counselor was hired from a previous position.

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

The highest level of experience is 46 years and the lowest level of experience is 2 years. We have 54 teachers/administrators with 5 or more years of experience in education. We have 41 teachers that have earned advanced degrees. The average number of years of experience for our staff is 16.2 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)?

Ariton School does not have a high turnover rate. One teacher retired during the 23-24 school year and we added an EL position and an aide in kindergarten due to large class sizes. At this time there is no data to support initiatives to lower the turnover rate.

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

Ariton School schedules three official data meetings after each benchmark: Fall, Winter, and Spring. Data is analyzed and categorized by sub-groups in an attempt to identify area(s) of weakness. If area(s) are present in multiple sub-groups, professional development is provided to target area(s) of weakness. ACAP data meetings were also held at the beginning of the school year to identify areas of weakness. Additionally, unofficial data monitoring is analyzed monthly to identify any area(s) in Tier 1, Tier 2, or Tier 3.

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

The faculty and staff have various opportunities for professional development in an effort to promote their own learning that enhances instruction for increased student achievement. The professional development opportunities include Data analysis meetings, Collaborative and vertical planning, Teacher Institute, new teacher orientation, Mandatory Cognia Training, RTI Data Meeting, Alabama Reading Initiative, and Technology in Motion. Professional development needs are targeted based on the data and it is provided through trainings with the assistant principal, and the district curriculum coordinators.

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

New teacher meetings are arranged to collaborate with other teachers, as well as, the reading specialist. This also includes self-reflection sessions and collaborative planning. Although we did not have any "new" teachers, all teachers "new" to Ariton School were assigned a mentor.

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

The data gathered through assessments and surveys is used to identify any areas that Ariton School has with professional development. Training sessions are held to correlate with these professional development needs. Professional development needs are examined each year through surveys. As needs arise, additional professional development is held to extend teacher growth throughout the 2023-24 school year. Professional development is embedded into continuous improvement in ongoing activities such as weekly grade level meetings during planning, days of professional development coordinated by the district curriculum coordinator, RTI data meetings, data meetings, monthly staff meetings, and learning walks to visit other classrooms.

13. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Ariton School has a plan to support and assist sixth grade students as they transition to seventh grade. A parent orientation is planned for our sixth grade students to meet with the faculty and staff. This includes the counselor, school nurse, librarian, administration, and teachers. The sixth grade students also prepare questions they have about middle school. Additionally, new students to Ariton School are offered a tour of the school in order to become acclimated with the personnel and environment. Jumpstart Kindergarten is held in July and potential kindergarten students are provided a Kindergarten JumpStart day. At this time, teachers will assess each student. During Jumpstart students will go over basic letter naming, numbers, shapes, etc... They are given a tour of the school (lunchroom, library, office, playground, etc...) During the spring we have a 7th grade orientation. This orientation is conducted in the evening so that parents can attend

with their student. Students and parents are given information about academic expectations. Students are shown how to lock and unlock lockers, given schedules and a supply list. During the spring we have a 9th-grade orientation conducted in the evening so that parents can attend with their student. During this orientation, students are given information about academic expectations. They are given their schedules and a supply list.

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

(N/A for Elementary Schools)

The school identifies with disabilities by using the RTI process and the PST committee. Students who are from economically disadvantaged families are provided free or reduced lunch and Annual IEPs are created for identified students with disabilities. Students in foster care may enroll with no paperwork. The parents of EL students will complete a home language survey, be provided with a translator if needed, screened for their English proficiency, and an IELP will be written with appropriate accommodations if needed.

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

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

The data for the continuous improvement plan is reviewed and analyzed through a variety of sources. This includes the needs assessment to determine if the goals that have been addressed in the plan are being met. Student achievement data is compared from year to year to determine trends in specific subjects, by specific subject domains, and by student subgroups. The plan is reviewed at least quarterly by the Ariton School Leadership Team to make sure the strategies listed to meet goals are being utilized and are on track to be carried out for the school year. The team also discusses changes that need to be made. In the fall, winter, and spring, the ACIP is reviewed with all faculty members. Walkthroughs by administrators are utilized as another evaluation tool to determine if the goals set forth in the ACIP are being met.

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?

Data from the state's annual assessments, local assessments, and other indicators of academic achievement are analyzed to determine if the school-wide program goals are effective or if the goals are in need of revision. A data comparison is conducted to determine trends related to student achievement among groups of students and in specific subject areas. Intervention is provided for students who are not achieving at a rate determined to be adequate.

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

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

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V)(B))

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.

Dale County Schools' plan for federal programs has been developed and coordinated with the state and local program's plan. Reform efforts are in progress and will continue to be funded through local, state, and federal monies. This plan will remain in effect for the duration of the school's participation. During the implementation period, programs will be monitored for effectiveness and necessary changes in strategies and programs will be developed to meet the needs of students. A comprehensive school budget is included in this Continuous Improvement Plan. State funding sources technology, textbooks, at-risk students, library enhancement, teacher allocation, transportation, and professional development. Federal funding consists of Title I, Part A, Title I, Part C, Title II, Title III, Homeless, IDEA Basic, IDEA B-Preschool, and Child Nutrition. Ariton School Title I, Part A, and other funding sources will be used to supplement instruction and other strategies as outlined in the Needs Assessment of the Continuous Improvement Plan. The coordination of these funding sources will help ensure that all students meet state academic requirements.

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

Ariton School coordinates the use of all federal, state, and local programs and services regarding Title I funds which are used to provide services that aid in obtaining our improvement goals. The funding provided is used for instructional materials, technology, and professional development. Ariton School works closely with the Dale County Schools central office staff to coordinate services that students may need. These services are also provided through our school guidance counselor or other agencies in our community that our school district has a partnership with. At Ariton School, we strive to provide our students and families in need with the services that will help our students and school meet our goals. The Character Education State Course of Study is taught in grades K-6. Ariton School is 100% Free Breakfast and Lunch, follows CNP guidelines, and is monitored by the local and district administration. Ariton School offers a work-based learning release program for grades 11-12. A career coach is also accessible to students in grades 7-12 and lessons are offered to them where they can explore career options. Bridge Academy also offers career tech classes to students in grades 9-12 who choose to take them. Dual enrollment classes are an option for students also.

ACIP Assurances

Instructions:

By responding to the questions attaching evidence where required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

YES

NO

N/A

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A) (i)-(ii), Parents' Right-to-Know, are implemented systematically.

YES

NO

N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

YES

NO

N/A

Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

The annual meeting was offered to parents on a Monday during the day and after school. Parents were shown a Google Slides presentation containing our Continuous Improvement Plan. The presentation and flyer included information about the following topics: Overview of Title Schoolwide Program, Schoolwide Plan - CIP, Parent and Family Engagement (ESSA), Parent and Family Engagement (ESSA) Policy and Plan, Parent and Family Engagement (ESSA) Calendar (1% set-aside), Parent participation: committees, conferences, volunteers, Parent Surveys/Needs Assessment, Parents Right to Know, and Evaluation of Plans. Parents were provided the opportunity to ask questions about the School-Wide Plan at the conclusion of the presentation by completing a form or calling the ACIP Chairperson or Principal. Ariton School will use 1% of its entitled Title I funds to purchase folders and agendas for students to take home weekly graded assignments, newsletters, etc...

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.

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

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 active participants in the planning, reviewing and updating of the Title I Continuous Improvement Plan. They serve as members of the volunteer program and/or ACIP committees, all of which provide them the opportunity to express concerns or make suggestions concerning the ACIP.

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

The funds for parental involvement were used to provide each child with a weekly communication folder and calendar agendas for students in grades 4 & 6. Paper was also purchased for monthly newsletters to be sent home communicating important events and dates.

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))

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

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

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

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

Parents who wish to make and submit (to the LEA) their comments of dissatisfaction with the Parent and Family Engagement Policy and Plan have the right to speak to the principal or the Dale County Schools Federal Program Director. Our Title I Continuous Improvement Plan Instructional Leadership Team will meet at the end of the year to evaluate and revise, if necessary, the School wide Program, the Parent and Family Engagement Policy, the School-Home Compact, and the method of allocating Title I funds. At any point during the year, the parents are allowed to submit comments of dissatisfaction with the ACIP to the principal. The comments are then reviewed by the Title I chairperson and the Ariton School Leadership team.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

The leadership and staff of Ariton School have a strong belief in the importance of parental involvement. A presentation during the day and evening was held to give an overview of the Schoolwide Program to include, but not be limited to: School-Home Compacts, Parental Needs Assessment Survey, Parent and Family Engagement Policy, Parents' Right-to-Know Policy, Facts about ESSA, and the use of Title I Parent and Family Engagement monies to buy weekly communication folders and calendar agendas for students in grades 4 & 6. The flyer format was provided in the student handbook. A diverse group of parents volunteer and participate in parental involvement activities at Ariton School. Parent representatives are chosen to represent all parent stakeholders on our school's Instructional Leadership Team. They are asked to make suggestions, review and improve our school's Title I program. At our annual meetings, parents are asked to offer input in order to better meet the needs of all stakeholders. Title I allocations are used to purchase weekly communication folders that are distributed to every student in the school and calendar agendas for students in grades 4 & 6. Conferences (virtually or in-person) are scheduled with parents each year to allow further discussion about Alabama's content standards as well as academic assessments. The goal of this communication is for the parents to know how-to monitor their child's progress and assist them with their academic achievement.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.

(See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

The leaders and staff at Ariton School believe that parental involvement is crucial to student success and that parents are integral components in the learning community. Therefore, parents are encouraged to become involved in the process and to provide input into the implementation of the ACIP. The ultimate goal for parents is for them to become a part of the learning community and to participate in all aspects of their child's education. Ariton School will offer the following parental involvement activities parent nights to learn more about K-3 reading and ACT for parents in grades 9-12. Parents were asked to serve on the school-wide committee. Parent surveys are also sent home to provide parental input. Ariton School provides materials and training to help parents to work with their children to improve their children's achievement, such as freshman orientations, Kindergarten orientation, and 7th grade jumpstart. Parents are also involved in the creation of the Ariton School compact. These events foster parental involvement and create opportunities for students success.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Our stakeholders will continue to communicate their belief that parents are partners in the educational process. Our parent and community volunteer program provides parents an opportunity to give the gift of time and talent to our school. Our parent volunteer Program is continually providing opportunities for parents to become involved in activities throughout the year. Parent and Family Engagement

Evaluations are sent home each year and parent input is used to help guide the selection of topics for parent workshops held during the school year. Parent conferences are requested by teachers each year at which time the contents of the School-Home Compacts are discussed. The Compact reminds all stakeholders that we are committed to providing quality academic instruction in a positive learning environment which results in an increase in student achievement. Title 1 annual meeting, parent conferences, IEP conferences, and Reading Night and ACT parent meeting will be held. Ariton School educates teachers and other school staff on the value of having parents actively involved in the educational process and help in making decisions for Ariton School. Ariton School teachers and staff play a vital role in the creation of the parental involvement plan and the student parent compact. The teachers have been trained on PBS procedures which includes the use of parents in the role of student discipline. Teachers have been trained in RTI, ELL, foster care students, and homeless legislation to help build ties between parents and the school.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The Leadership Team coordinates with the PTA as well and parent workshops and/or activities that are offered throughout the year. Ariton School uses all federal resources in ways to foster parental involvement. Title I set-aside money is used to create opportunities for parents to help in educational decision making based on data analysis and needs assessments. Information is shared with ELL parents in written form using Google Translate and verbally through the use of an interpreter in their dominant language.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our

school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

Ariton School makes every effort to meet the needs of our parents. Conferences are scheduled at the parents' convenience and the option of a phone conference is offered to parents who may have difficulty meeting with teachers during the school day. Parent workshops are provided on topics that parents showed interest in on the Parental Survey. The Automatic Phone Message system, Remind 101, DOJO, email, school website, weekly folders, and the Ariton School Facebook page are used to remind parents of upcoming activities and deadlines. Ariton School and the principal ensures that information related to school and parent programs, meetings, and other activities are sent to the parents in the language the parents can understand. Information is shared with ELL parents in written form using Google translate and verbally through the use of an interpreter in their dominant language. ELL parents and students are invited and encouraged to share traditional recipes, dance and music from their culture.

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))

Ariton School will conduct meetings throughout the year for the parents of English Language Learners to provide general information about the ELL program and the system's policies and procedures. The presentations, as well as other materials and forms, will be translated into Spanish. The ESL staff assists Spanish speaking families during the registration process; translates during meetings and conferences; and facilitates communication between the parents and the school when parents have questions or concerns about school-related issues. When students are enrolled, parents and guardians are asked about the primary language spoken in the home. If a student is found to be eligible to receive services, the Individualized English Learners Plan will be followed. The LEA plan for Migrant, Immigrant, Neglected and Delinquent, and Children and Youth Experiencing Homelessness will be followed. Ariton School ensures participation of parents with limited English proficiency by providing documents in native languages. Ariton School provides for parents with disabilities by providing various methods of access to all school Title I meetings and by providing various resources(written, verbal, auditory, etc...)

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

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

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




eProve™ strategies: Goals & Plans

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

Yes

No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-25 School Compact	24-25 School Compact	•
 ACIP Committee Signature Page 24-25	ACIP Committee Signature Page 24-25	•
 Ariton School Parent & Family Engagement Plan 24-25	Ariton School Parent & Family Engagement Plan 24-25	•