



Pike County Elementary School Title I Schoolwide Diagnostic for ACIP 2021-2022

Title I Schoolwide Diagnostic for ACIP

Pike County Elementary School
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Instructions

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

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

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

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Pike County Elementary School (PCES) met at a faculty meeting to determine committee members. The team reviewed testing data of ACT Aspire Interim and aimswebPlus testing data. In addition, teachers also met by grade level to discuss data and share their findings. Administration analyzed data on attendance and discipline. Teacher information from EDUCATE Alabama was also analyzed by the principal. Strengths and deficits were identified to establish goals/strategies for improvement with input from CIP committee and faculty members. A questionnaire was given to the faculty to identify professional development needs. A parent survey was administered to assist in identifying parental needs/concerns. Administration talked with parents and community members of the CIP Committee to discuss parental/community involvement and contents of the CIP. With the late arrival of ACAP testing data, the team was not able to analyze those scores prior to the development of the plan. However, administration and grade level and/or departmental teams will analyze the results of the ACAP 2020 test data to identify strengths and deficits to improve instruction. Teachers were also allowed to share what professional development they feel would be beneficial.

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

The results of the comprehensive needs assessment are reported as follows: STAR results: First grade had an average growth of 8 months, Second grade had an average growth of 7 months, Third grade had an average growth of 6 months, Fourth grade had an average growth of 3 months, Fifth grade had an average growth of 2 months, and Sixth grade had no growth. ACT Aspire Interim Reading data from beginning of the year to middle of year: Grade 4 reading increased 27%, Grade 5 reading decreased by 4%, and grade 6 increased by 18%. ACT Aspire Interim Math data from beginning of the year to middle of the year: Grade 3 math increased an average of 40%, Grade 4 math increased 3%, Grade 5 math decreased by 4%, and Grade 6 math increased by 5%. ACT Aspire Interim Science data from beginning of the year to middle of the year: Grade 3 science increased 10%, Grade 4 science increased by 6%, Grade 5 science increased 24%, and Grade 6 science increased 6%. According to the ACAP School Performance Level Summary, PCES had the following Level 3 and Level 4 Scores per grade level: In English Language Arts Grade 2 had 38%, Grade 3 had 52%, Grade 4 had 29%, Grade 5 had 44%, and Grade 6 had 48%; in Math Grade 2 had 31%, Grade 3 had 28%, Grade 4 had 17%, Grade 5 had 10%, grade 6 had 32%; and in Science Grade 4 had 18% and Grade 6 had 20%. According to the Back-to-School readiness survey, teachers feeling supported by their administration improved from 75% for the 2020-2021 school year to 88% for the 2021-2022 school. Behavior has seen a decline from the 2019-2020 school year to the 2020-2021 school year. Although discipline infractions were still high, the

amount per grade level and total infractions decreased with positive measures put into place.

3. What conclusions were drawn from the results?

Based on the data and discussions the following several conclusions were drawn. The first conclusion was that Tier I instruction needs to improve in all subject areas, especially science. In looking at aimswebPlus data and discussing in data meetings, the following were findings documented: In Kindergarten Early Literacy, letter word sound fluency and letter naming were strengths and print concepts, vocabulary, initial sound and letter naming were deficits. In First Grade Early Literacy, phoneme segmentation and nonsense words were considered strengths, while word reading fluency, vocabulary and oral reading fluency were considered deficits. In Grade 2 Reading, vocabulary and reading comprehension were considered strengths, while oral reading fluency was considered a deficit. In Grade 3 Reading, strengths include oral reading fluency, reading comprehension, and vocabulary, although vocabulary is considered a deficit as well since it had the greatest percentages of below and well below average. In Grade 4 Reading, reading comprehension, vocabulary and silent reading fluency were considered strengths, while oral reading fluency was considered a deficit. In Grade 5 Reading, reading comprehension and silent reading fluency were considered strengths while oral reading fluency and vocabulary were considered deficits. In Grade 6 Reading, the strengths identified were reading comprehension and silent reading fluency, while vocabulary was considered a deficit. According to aimswebPlus math data and discussions in data meetings, the following information was documented per grade level: In Kindergarten Early Numeracy, number naming fluency was a strength and concepts and applications and quantity total fluency were considered deficits. In Grade 1 Early Numeracy, math facts fluency was considered a strength, while concepts and applications and number comparison fluency triads were considered deficits. In Grade 2 Math, number comparison fluency, concepts and applications, mental computation fluency, and number sense fluency were all considered to be strengths, while concepts and applications and number sense fluency were also considered deficits due to having the highest below average and well below average percentage totals. In Grade 3 Math, mental computation fluency and number comparison fluency triads were considered strengths, while concepts and applications, number sense fluency and number comparison fluency triads were considered deficits. In Grade 4 math, number comparison fluency triads and mental computation were considered strengths, while number comparison fluency triads and concepts and applications were considered deficits. In Grade 5 math, number comparison fluency triads and number sense fluency were considered strengths, while mental computation fluency and concepts and applications were considered areas of deficits. In Grade 6, concepts and applications, number comparison triads were considered strengths in subcategories, while mental computation and number sense fluency were considered areas of deficit. In Grade 6 all math categories scored 62% or higher in average, above average and well above categories. ACAP data has not been analyzed to determine areas of strengths and deficits due to it being released later than usual. The PCES Administrative team and teachers will dissect this data to determine areas of deficit and strengths in order to target deficits and maintain or improve instruction. Behavior has seen a decline from the 2019-2020 school year to

the 2020-2021 school year. Although discipline infractions were still high, the amount per grade level and total infractions decreased with positive measures put into place. Teachers also feel they need more professional development in technology tools and/or technology integration, planning and organizing for a remote classrooms, and student engagement/motivation.

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

A Teach Back-to-School Readiness survey was given this school year. There were 34 respondents in this survey. Grade levels taught spanned from Kindergarten through sixth grade to include special education, special areas, student support and other. When asked if the faculty felt supported by the school's administration to provide quality instruction 88% said yes, 9% said sometimes, and 3% (one person) said no. 82% of the faculty collaborate with their teams/colleagues. 74% felt that resources for students have increased since the pandemic. 91% of the faculty said that building relationships with their students was as important as academics. The top four words to describe how the faculty/staff feels in general about the new school year include challenged (94%), supported (62%), pressured (56%) and encouraged (44%). 74% of the faculty has invested personal resources into the professional learning they needs. When asked what areas more professional learning was needed in, the top three responses included: technology tools and/or technology integration (38%), planning and organizing for a remote learning classroom (32%), and student engagement/motivation (29%). 76% of the teachers felt that some of their students were prepared for the school year academically, with only 6% saying most of the students were prepared and 18% said students were not prepared. Communication with parents happens in a variety of ways with the following as the top three methods: technology (GroupMe, Remind, Klassly, text, etc.) to alert parents of immediate information (74%), weekly newsletter distributed (62%), and forwarding information that comes from administration (50%). When asked how the school is supporting parents 85% listed parent volunteer opportunities and 47% listed on-site support. 82% of the teachers feel that PCES is making every effort to keep the school community cohesive and positive about returning to school. 56% of the staff feel this is going to be a good year for them, 41% sometimes feel this is going to be a good school year and 3% (one person) does not feel that this is going to be a good year for them. A Culture and Climate parent survey was given as well. There were 59 respondents. The following were the top four responses the parents feel the teachers are saying to their students: We will be working on ... (76%), You got it right! (68%), Explain your work (49%), and You will be working on... (41%). The following were the top four things the parents feel their child is most often DOING while at school: listening to the teacher (76%), taking test (59%), completing worksheets (47%), and a tie between working with others (39%) and thinking (39%). The following are the top four words that best describe the interactions the parents have had with staff at PCES: Respectful (84%), Supportive (57%), Helpful (55%), and a tie between Trusting (40%) and Comfortable (40%). Students were given a Culture and Climate Elementary Student Survey. There were 97 respondents. The top four phrases/words describe what students think of their teachers: Fun (94%), Caring (91%), Honest (87%), and Active (65%). The top four words/phrases that describe what the student does in class include: listening to the

teacher (76%), taking tests (57%), completing worksheets (52%), and writing (51%). The following are the top four words that best describe how students feel while at school: Happy (68%), Excited (58%), Challenged (49%), and a tie between Tired (41%) and Interested (41%).

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

The goals specifically address the areas of deficit by the needs assessment and the collective efforts of the faculty and CIP Committee.

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

Data from multiple sources was reviewed and analyzed. Areas of deficits were targeted from the multiple sources of data, and goals were created based on the detailed analysis of the multiple types of data.

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

Goals have been established to address not only the academic needs of students in grades K-6, as indicated by summative data, but also for the whole school population (with the climate/culture being considered).

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.

Pike County Elementary School students will increase literacy proficiency, numeracy proficiency, stakeholder engagement, STEM incorporation and attendance and behavior. PCES will increase literacy proficiency by retooling Tier I instruction, increasing strategic teaching strategies and/or coteaching, and incorporating Souday Essentials in grades K-3, test prep in grades 4-6, and incorporate the Souday Systems Tier III for highly intensive reading intervention. PCES will increase numeracy proficiency by incorporating standards based instruction (and grading in some grade levels), as well as coteaching if possible. PCES will increase stakeholder engagement through providing multiple sources of communication to make the community and parents away of events, activities, school wide needs, as well as providing an increase in on-campus opportunities for the parents and community members to actively participate in events related to Pike County Elementary School. PCES will increase STEM (science, technology, engineering, and mathematics) incorporation by exposing the students to more STEM concepts and allows the students to participate in more STEM activities. For the 2021-2022 school year, each

grade level will receive one STEM lab instruction day per week for a total of one hour provided by a STEM Facilitator. PCES students and teachers will increase their attendance to school and students will decrease their discipline/behavioral infractions as part of a positive reward system such as the Bulldog Bucks/Store.

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.)

Pike County Elementary School strives to meet the needs of all students. For those students who are at risk, PCES has activities implemented to help foster and support the students. Counseling is provided to all student as needed. Teachers have been given a confidential counseling form that indicates the level of risk associated with the child--low (schedule when available), high (schedule as soon as possible), and Emergency (see now). Some students see the local school counselor, while some are referred out to outside agencies we are in partnership with such as East Central Mental health. There are mentoring opportunities available to students who are in need. PCES has implemented a schoolwide tiered model to prevent and address problem behavior and early intervening services through our PST (which will possibly be transitioning to MTSS this school year). Students are brought before PST if averages are 64 and below, or if behaviors are adversely affecting the student or others. The PST Team helps the teacher come up with strategies to implement in the classroom in hopes to help the student succeed academically, behaviorally, or both. In the event that PST is not successful for a student, the student can then be referred for SPED testing to determine eligibility under the Individuals with Disabilities Act. For students who exhibit limited English proficiency, those students can demonstrate progress in becoming proficient in English through the use of the WIDA/IELP. In order to improve the culture and climate of Pike County Elementary School for both students and teachers, several strategies are being implemented this 2021-2022 school year: book studies (such as "The Coffee Bean") will be completed to help with teacher culture/climate, positive reinforcement such as

earning Bulldog Bucks (for being resources, responsible, and respectful) and potentially earning a chance to win a drawing to cash out a prize in the Bulldog Buck Store, counseling opportunities to help reduce number of discipline referrals. There are opportunities for transitional service students in PreK and local Head Start programs to participate in "K for a Day" where they will tour the campus, meet Kindergarten teachers, complete activities, listen to a book being read, and have a snack. PCES does have mentoring programs which includes P.A.W.S. (Positive Attitudes Will Succeed) and Dapper Dogs. Students in fifth and sixth grade are paired with a member of the school or community. The groups meet monthly. In addition to those mentoring programs, PCES also had Peer Helpers, which is another mentoring program in which students are selected through an application process and become peer helpers within the school in all grade levels. Peer Helpers features a multi-tiered approach to intervention and support that addresses the social, emotional, and behavioral challenges that can impact students during their development. PCES has various presenters who come throughout the year to provide training and instruction on topics such as Bullying/Cyberbullying, Self-Esteem, Good Touch and Bad Touch. The Counselor and/or Teachers will also be providing instruction using the PATH (Prevention and Awareness for Total Health) Curriculum which is a schoolwide comprehensive prevention curricula which addresses real life topics with students in an age appropriate manner. PCES works to keep open and continuous lines of communication open such as through the use of newsletters, PCES website, email, phone calls, Remind app, Klassly app, School Messenger, and the PCES Facebook page. There are various opportunities in which visitors can be part of Campus Clean Up/Beautification projects, Spring Fling, PCES PTO, Read Across America, Red Ribbon Week, and Grandparents Day to name a few.

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.**

In past years, Pike County Elementary School teachers have participated in a community-based tutoring program. The faculty of Pike County Elementary School has also participated in the Pike County Schools Parent Expo (prior to COVID) in which teacher showcase different parent learning opportunities. The Parent Expo is a night in which parents can come learn about instructional programs and other unique academic programs offered by our school. A meal is provided, and a Kidzone is available for children to enjoy while parents are learning about the various programs Pike County Schools has to offer. Each parent receives a free material and supply bag tailored to their child's grade level. In past year, Pike County Elementary School has offered after school tutoring. However, due to lack of funding, the program was no longer implemented. For the 2021-2022 school year, Pike County Schools and Pike County Elementary School are looking to re-implement afterschool tutoring. This will begin in the middle of October 2021. A selected group of teachers will provide instruction in various grades from 3:30-5:00 Monday through Thursday.

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.

PCES knows there are academic challenges for our students who are considered Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless. All PCES Students have access to all services and programs available at our school. A Home Language survey is included in the enrollment package and is used by the counselor to determine if a student is eligible for limited-English proficiency testing. A Migrant Education Survey is also included in the enrollment package and is used to identify students eligible for the migrant program. Counselors identify homeless students upon enrollment. The school counselor and administration identify possible services needed and give information to the parents and in some cases contact agencies for the parents. Neglected/delinquent students are identified through local agencies. The local school works with parents to alleviate attendance problems. The Truancy Officer for the district meets with parents to ensure cooperation concerning attendance for delinquent students. Economically disadvantaged students are identified through application of free and reduced lunch. Students identified as economically disadvantaged were eligible to receive free or reduced breakfast and lunch during the school day previously. However, due to a grant all students within the Pike County Schools receive free breakfast and lunch. Special Education students are identified upon enrollment and services are put in place for those students. The Current Individualized Education Plan (IEP) will be enforced until the IEP Team can meet to discuss what changes if any need to be made and if any additional data is needed. There may be times that a new IEP must be developed to best meet the needs of the student. For students showing difficulty in class, they are referred to our Positive Support Team (PST) for monitoring and intervention. (PST is transitioning to MTSS, and we are awaiting further clarification of the implementation of MTSS.) If no improvement occurs, they are referred for special education testing after a period of time. These students are monitored by their teachers and/or counselor for special challenges they may face.

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

Pike County Elementary School provides equal opportunities for participation of parents with limited English proficiency and parents with disabilities. The TransAct program, Translate Program and Microsoft Word is used to change documents to a language parents may understand. The EL coach is available to interpret/assist with enrollment, translate documents, and assist with other issues related to language barriers.

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

Pike County Elementary School had an unusual turnover rate this year. Out of the 43 staffed positions, three teachers retired, four teachers transferred to a different school system, and three teachers transferred within Pike County Schools. PCES did

earn gain a newly graduated counselor. Kindergarten did gain two new teachers. First grade is an entirely new team with four teachers who have previously taught elsewhere, but first year at PCES.

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

Teachers at Pike County Elementary School have varying years of experience. Out of 42 staff members (to include nurse, support staff and certified teachers) these are the current years of experience: 7% are in their first year in education (3/42), 19% have completed one-five years (8/42), 14% have completed six-ten years (6/42), 9.5% have completed eleven-fifteen years (4/42), 29% have completed sixteen-twenty years (12/42), 14% have completed twenty-one to twenty-five years (6/42), 2% have completed twenty-six to thirty years (1/42), 2% have completed thirty-one to thirty five years (1/42), and 2% have completed thirty-six to forty years (1/42). The faculty with the least experience has been at PCES for less than a month, and the most experience in education is 39.6 years. One administrator has been in education for 16 years total with this being the first year in administration. One administrator has been in education for a total of 23 years, and 15 of those years has been in administration.

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)?

Typically there is not a high turnover. The 2021-2022 school year did have a higher-than-normal turn over rate. We were able to add a fourth kindergarten unit after the start of the school year. We currently implement a mentor program in which a veteran teacher is paired with a first or second year teacher. The mentor is a strong teacher with welcoming personality. Supplies are provided for the teachers each year. Duties are divided equally among staff members. Professional development is provided at the district level.

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

Based on assessments, professionals participate in Mentoring/Departmental meetings, turn around trainings to include learning from peer teachers, Sunday Systems, Co-teaching, strategic teaching strategies, EL training, standards-based grading, science of reading training, and other trainings based on strengths and deficits.

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

Each spring, faculty completes a professional development survey to identify needs for the upcoming year. Teachers are allowed to attend all CLAS Leadership Institutes as well as any other training on the local level. Pike County School System provides training for faculty and staff during institute and in-service days each year. Faculty is encouraged to receive advanced degrees and various certifications.

Teachers are encouraged to participate in learning adventures such as the science of reading and professional trainings

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.

Each new teacher (first or second year teacher) is partnered with a veteran mentor teacher. The new teachers attend monthly meetings at the district level. The mentor (veteran/master) teachers are required to have regular meetings with their mentee teachers.

12. Describe how all professional development is "sustained and ongoing." Professional development is sustained through regularly scheduled meetings at the beginning and middle of year (during in-service days provided by Central Office). There are also regularly scheduled turn-around trainings which are scheduled during faculty meetings and common plan times. These trainings are facilitated by lead teachers who have attended the training with the purpose of presenting the materials and new information to the faculty and staff. Administrators and instructional coach conduct walk-throughs to monitor and ensure implementation of new learning. Administration also monitors through grade level and regularly scheduled data meetings.

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.

One strategy that supports and assists students in transitioning from one grade level to the next is "K for a Day." Current PreK and the local Headstart Program students will visit Kindergarten at Pike County Elementary School where they will tour Kindergarten, receive a snack, listen to a story read for exposure, and possibly participate in a kindergarten activity. Another strategy is that the PCES sixth grade students visit Pike County High School in the spring to tour the campus and receive information as they prepare to enter seventh grade on the PCHS campus.

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 for Pike County Elementary School

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?

Pike County Elementary School evaluates the the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement. Administrators set aside a day at the beginning of the year for the CIP team to analyze the data to create goals and strategies. In the middle of the year, administrators will schedule another meeting day for the CIP Team members to look at each part of the CIP to evaluate this plan's effectiveness. Upon that analysis, the CIP Team may make changes to the plan based on the data.

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 is gathered from all the sources and it spans multiple years to determine students' individual growth. If one year's data does not demonstrate growth or the closing of the academic achievement gap, then new instructional strategies and activities are implemented in hopes to gain effectiveness towards closing the achievement gap. Progress monitoring is helpful to determine if a program is being successful.

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?

During the different CIP Team meetings held at certain intervals each year, the committee will discuss it's findings based on the data. If the plan is found to be ineffective, the CIP Team will brainstorm and produce new strategies to implement. If the current plan is being effective, then the current strategies in place will continue to foster and support the continuous improvement of students.

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.

We have federal and state funds to help toward the achievement of schoolwide goals. Title 1 funds are used for salaries (or parts of salaries) for teachers/staff, textbooks, other instructional materials and supplies, technology, professional development, parental involvement, substitutes for mentoring/departmental meetings and renewal agreements. Local funds are used for student incentives, materials and supplies, technology, professional development, instructional field trips, parental involvement activities, and local maintenance. State funds are used for library enhancement and technology.

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).

Pike County Schools are in a partnership with the Child Advocacy Center which provide training and supports in violence prevention programs. Our counselors have access to outside agencies such as East Central Mental Health to provide additional counseling opportunities to students/families that can benefit from more than just on-campus school counseling. The Child Nutrition Program provides breakfast and lunch, as well as meals and snacks during Summer School and After-School Tutoring/Extended Day Programs. Our school district receives free breakfast and lunch. Brundidge does offer Head Start for preschool age students, and those students do get to come to K for a Day to learn about what takes place in Kindergarten and become familiar with teachers/the school campus.

ACIP Assurances

Instructions:

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

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

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

YES

NO

N/A

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

YES

NO

N/A

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

YES

NO

N/A

Parent and Family Engagement

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

A special Title 1 Parent meeting is used to inform parents of the Title 1 requirements and offerings. Parents are notified of the meeting through notices sent home and through School Messenger, which calls home and announces the scheduled meeting. A PowerPoint template provided by the Alabama State Department of Education is used to assist administration with the presentation to the parents. The meeting this year was held September 30, 2022. All students at Pike County Elementary School have access to all services and programs available.

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.

Open House is scheduled before the beginning of school in an effort to allow parents to meet with teachers, administrators and other school personnel. The Parent Involvement Committee sponsors two meetings, one per semester, to solicit input in school improvement. PTO meetings are scheduled throughout the year. A Title 1 Parent meeting is scheduled each year. Report Card Conference Days are included twice a year (one in the fall and one in the spring) to encourage parents to meet with the teachers.

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

The School-Parent Compact is updated annually by the Parent Involvement Committee. All parents, teachers, and students sign the School-Parent Compact agreement. Parents are provided opportunities to assist in the improvement of academic achievement for students. Progress reports are sent home on a 4-5 weeks basis. Parents are given opportunities to meet with the teachers and discuss concerns or ideas to help improve the academics.

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

This year Pike County Elementary School received \$188,144.08. An amount of \$2,258.08 has been initially set aside for Parent Involvement. Out of the original Title 1 funds received, \$162,361.39 is used for teacher/staff salaries and benefits. That leaves a remaining \$23,524.61 to budget. The following is the proposed budget in spending the remaining funds: \$2000 in professional development hotel/mileage,

\$1000 for registration fees, \$2,423.75 for classroom subs, \$2,908.5 for subs needed for professional development/departmental meetings, \$2,500.01 for professional development mentor salary, \$3,500 for technology, \$5,025 for Software Maintenance Renewals, and teacher instructional moneys for 2 teachers and a portion of teacher instructional money for the reading coach.

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))

Pike County Elementary School provides as EL coach for non-English speaking students. An interpreter is made available for communication purposes. During Parent Conference Night information booths will be set up for parental information. Organizations represented may include Child Advocacy Center, House of Ruth, DHR, East Central Mental Health, and school counselor. In addition, the school encourages participation in the local PTO by parents and faculty members. We also encourage parents and community members to volunteer at our school.

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

Pike County Elementary School encourages parent involvement and makes every effort to work with parents relating to their children's education. Parent surveys were completed last year for information relating to parents requests for opportunities for involvement. Parent surveys are sent home annually.

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

Parents are allowed the opportunity to meet with administrators, send notes, call, text, or email comments of dissatisfaction with the CIP. Various surveys are also completed during the year for parents to rate school programs. The Title I Survey is completed each Spring.

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.

On the first day of school parents were sent information regarding general information on attendance, discipline, and instruction. Parents are instructed on how to schedule teacher or administrator conferences. Parents and students also received information virtually concerning schedules, grading procedures, and classroom rules. At the beginning of the year, Pike County Elementary School presents information about the Title I program meeting. Parents are encouraged to schedule parent-teacher conferences. A student Code of Conduct is given to each student at the beginning of the year. Additional correspondence is sent home regarding daily procedures to include check in and check out procedures. Additional information regarding requests for testing and special services, a guide to 504 services, promotional requirements and attendance issues is provided. Each student also issued a student planner that provides information on attendance, promotion requirements, and NCLB Parent notification. Parents are notified of parent assistance meetings within the community. The Child Advocacy Center, East Central Mental Health and other local agencies offer parenting programs and encourage parents to become involved with their child's education. The Parent Teacher Organization and the school counselor, work together to provide materials for parents to assist with both academic and social issues the student maybe facing. PCES will offer various instructional assistance meetings for parents to assist their children with school work: EL Parent Night Meetings, Meeting with Hispanic parents to assist with questions/concerns and review students LEP's. EL instructor will facilitate.

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.

At Open House, parents are invited to attend a general information assembly where attendance, discipline, and instruction are discussed. Parents are instructed on how to schedule parent conferences. Parents and students are then dismissed to go to homerooms. In the homerooms, teachers discuss the student schedules, grading procedures, and classroom rules. At the beginning of the year, Pike County Elementary School presents information about the Title I program meeting. Parents are encouraged to schedule parent-teacher conferences. A student Code of Conduct is given to each student at the beginning of the year. Additional correspondence is sent home regarding daily procedures to include check-in and check-out procedures, Additional information regarding requests for testing and special services, a guide to 504 services, and promotional requirements and attendance issues is provided. Each student is also issued a planner that provides information on attendance, promotion requirements, and NCLB Parent Notification. Parents are notified of parent assistance meetings within the community. The Child Advocacy Enter, East Central Mental Health and other local agencies offer parenting programs and encourage parents to become involved with their child's education. The Parent Teacher Organization and the school counselor, work together to provide materials for parents to assist parents with both academic and social issues the students may be facing. PCES will offer various instructional assistance meetings for parents to assist their children with school work: EL Parent Night-Meetings with Hispanic parents to assist with questions/concerns and review student LEP's. EL instructor will facilitate.

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.

Open house for all students was scheduled before the beginning of school in an effort to allow parents to meet with teachers, administrators and other school personnel. The Parent Involvement Committee sponsors two annual meetings, one each semester, to solicit input in school improvement. PTO meetings are scheduled monthly through March of the school year. A special Title I Parent Meeting is scheduled each year. This year's meeting took place September 30, 2021 at school, with a Facebook live video for those who could only attend virtually. Parent Conference/Report Card days are included in the school's yearly schedule to encourage parents to meet with teachers. Progress reports and/or report cards are sent home every 4 to 5 weeks to keep parents informed of student academic status

and to encourage them to meet with teachers as needed. Power School Parent Portal is available for parents to review student grades. Teacher websites are available on the portal along with their email addresses. Parents are part of the Continuous Improvement Plan Committee. Parents are given the opportunity to review the plan and to offer input. A PowerPoint template provided by the Alabama State Department of Education is used to assist Principals with a Title I presentation to parents. Parents are given an opportunity to ask questions and offer suggestions during the meeting. Pike County Elementary School will use parental involvement funds as follows: Funds are used to purchase educational parent materials and to provide educational parental programs (Math/Reading Night) relating to student care and needs. The school participates in the district Parent Expo to provide information to parents (discussions are being held to decide how to handle Parent Expo with COVID restrictions). Parents are provided information regarding school policy and procedures through Parent/Student Handbooks, Student Planners, Student Code of Conduct, monthly parent newsletters, student work folders, the local school information. Parents are included on school committees to include the Continuous Improvement Plan and the Technology Plan. They are encouraged to participate in the local Parent-Teacher Organization for Pike County Elementary School. All parents, students and teachers sign the School Compact agreement. The School Compact agreement is updated annually as needed by the Parental Involvement Committee. Parents are provided opportunities to assist in the improvement of academic achievement for students. Progress reports are sent home every 4 - 4 1/2 weeks (at least once per nine weeks) and may be sent home as often as the teacher or parent chooses. Rtl progress reports are sent home for students receiving Tier II and Tier III interventions. Parents are given opportunities for Parent teacher conferences and encouraged to attend. Parents are allowed to meet with administrators, send notes, call, or e-mail comments of dissatisfaction with the CIP and other areas of concern. Various surveys are also completed during the year through the administrators, counselor, reading specialist, and media center for parents to rate school programs .

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

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

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

Pike County Elementary School provides an EL coach for non-English speaking students. An interpreter is made available for communication purposes. During Parent Conference Night information booths will be set up for parental information.

Organizations represented may include Child Advocacy, House of Ruth, DHR, East Central Mental Health, Way to a Healthier America and the local school counselor. In addition, the school encourages participation in the local PTO by parents and faculty members. We also encourage parents and community members to volunteer at our school.

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.

Information on school meetings, parent notices, etc., are sent in Spanish if available or with a note in Spanish attached requesting that the parent have the notice interpreted for them. Monthly parent newsletters will be sent to parents beginning in October. The newsletter will include parenting skills, information on programs, meetings and other activities. The school uses the Translate Program, the TransAct Program and Microsoft Word translations to correspond or communicate with non-English speaking parents. Pike County Elementary School encourages parent involvement and makes every effort to work with parents relating to their children's education. Parent surveys will be completed for information relating to parent requests for opportunities for involvement. Parent surveys are sent home annually.

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))

Pike County Elementary School provides equal opportunities for participation of parents with limited English proficiency and parents with disabilities. The TransAct program, Translate Program and Microsoft Word is used to change documents to a language parents may understand. The EL coach is available to interpret/assist with enrollment, translate documents, and assist with other issues related to language barriers.

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.





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)
 Parent Involvement Plan 2021-2022		•
 PCES CIP Members 2021-2022		•
 PCES Coordination of resources 2021-2022		•
 PCES Parent Compact		•