



2021-2022 Adams Elementary Title I Schoolwide Diagnostic for  
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Title I Schoolwide Diagnostic for ACIP

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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?

Relevant data (DIBELS, ACCESS, STAR, ACAP) was collected and presented to the staff at the September 22, 2021. In our analysis of the data, gaps in student achievement were identified. Many students are scoring in proficiency levels 1 & 2 on the ACAP test. The staff completed surveys on concerns and needs for ML students, learning loss due to pandemic, professional development, budget needs and parental involvement. The leadership team met and used the information to draft a CIP. The draft was then presented to teachers and parents to review.

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

The results of the comprehensive needs assessment revealed that our needs are still focused on the areas of teaching and learning and professionalism. The results of the comprehensive needs assessment revealed that our needs are focused on the areas of teaching and learning to increase the number and percentage of students achieving proficiency or mastering of standards in reading and math. We will also engage in professional development to help our student achieve in a traditional and/or virtual setting to improve our professionalism. The ACCESS data revealed the need to continue to increase the number and percentage of students reaching English language proficiency. Teacher effectiveness data revealed that teachers require, and express an interest in, pursuing continued professional development in the areas of writing, math numeracy, using technology resources and facilitating learners' individual and collaborative use of technology and self-assessment of their technological proficiency. Teacher survey results revealed a need for professional development in communicating and working with all parents and especially ML parents and ML students. Professional development in reading, writing, math and vocabulary strategies for all students is a need. Teachers also see a need for additional strategies to implement our school-wide discipline plan and to strategies to address the social and emotional needs of our students. In the area of budget planning, staff members see a need for additional technology equipment and instructional support and a need for more Chromebooks, Viewsonic boards, and replace/upgrade existing technology equipment.

#### 3. What conclusions were drawn from the results?

The following goals were drafted as a result of the conclusions of the Needs Assessment: 1. Engagement and empowerment of learners through technology 2. Professional development throughout the school year in teaching and learning

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methodology for all students 3. Increase in the number and percentage of student mathematical proficiency 4. Increase in the number and percentage of student reading proficiency 5. Continuance of ML students' adequate progress in language acquisition 6. Technology professional development for teachers throughout the school year 7. Preparation and Supporting teachers and leaders to help graduate college-and career ready students 8. Professional development in communication with parents 9. Increase in student participation in after-school learning activities

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

As a result of analyzing the data, programs, staff and surveys, it was determined that the majority of students scored in levels 1 & 2 in both reading and math and struggle to apply basic reading comprehension strategies to understand a text and lack the fact fluency needed to solve basic math computations. Teachers need additional support in teaching and addressing the needs of special populations such as ML, students with special needs, gifted, and economically disadvantaged, as well as more training in vertically aligning the curriculum with an emphasis on standards mastery and its connection to student achievement, to examine student data to drive instruction, and to develop explicit small group teaching strategies to address individual student needs. ML students need additional support in core reading with fluency and comprehension along with daily language acquisition in a sheltered setting and writing practice. The school process is that the BOE provides us with an ML translator provided by the City Board. This translator is very knowledgeable about ML instruction and assessment. This translator works with the students and parents to provide for their needs. The district ML resource staff provide the school staff with updated guidance from the state and federal level concerning interpretation of ACCESS test data and how to incorporate and accommodate the WIDA standards into the core curriculum. More collaboration time is needed between the content teachers and the ML resource staff so that each staff member understands how to interpret the ACCESS test data and incorporate the WIDA standards into the curriculum. Additional ML teachers are needed to address the growing population of ML students. The need for continued professional development, the need for analysis of schoolwide classroom management practices and disciplinary procedures and improvement in math and reading proficiency remains a priority.

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

The goals developed relate to the programs provided as a result of the needs being addressed. Improvement in math and reading proficiency remains a priority and goal of the school.

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

Data Sources used for analysis are listed as follows: 1. ACAP Test Results 2. ACCESS Test for Results for ML students 3. EDUCATE AL annual reports 4. STAR Results for Reading and Math 5. DIBELS Test Results 6. AAA Test Results

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

Every student in grades K-5 will be given an assessment. Kindergartens through grade three are each administered the DIBELS three times annually and AlaKids in the fall annually. Every student takes a STAR Reading and Math test three times a year or more. For early non-readers the Early-Literacy test is given. All students are using various online programs for which the teacher programs the appropriate level of instruction. The entire school participates in Accelerated Reader to promote independent reading. The ACAP assessment will be administered to the second, third, fourth, and fifth grade students. The ML students are given the WIDA. In addition, each teacher gives teacher made tests and textbook unit tests for classroom assessments. Grades K-5 will follow Envision Math lesson plans and administer monthly tests that covers the skills that have been taught for the month and are provided with data from all of these assessments. They meet in grade level meetings and faculty meetings in which all the data is discussed. The Board of Education has developed charts of testing data that kids scores. The team will meet and present each grade with the graphs/charts. From this meeting, each teacher will sufficiently know where their students are performing before the upcoming Spring Assessments. Teachers will involve parents in conferences and discussions referred. Teacher representation and input is included on the schools' budget committees, policy committees, textbook selection committees, and school calendar committees.

## 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.

ML Coaching - ML specialist will provide coaching in the classroom to assist teachers in providing instructional supports and strategies for helping non english speaking students achieve mastery of grade level standards. The ML specialist will also provide Tier III small group support for ML students who continue to struggle in the classroom. Data provided through the DIBELS, STAR and iXL programs will inform

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decision making for the coaching cycles and identify students for the small group instruction. Technology - Use iPads, laptops, chromebooks, classroom computers to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills. Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments. Teachers will use this data to inform classroom instruction and develop intervention strategies for students who have not mastered unit standards. Explicit and Intensive Math Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College and Career Ready Standards and the ACAP assessment. The focus group will use direct explicit instruction, small group instruction, and other resources as selected by the teacher. Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and ACAP assessment, and use before, during, and after reading strategies in every class. Teachers will list strategies and plans for before, during and after instruction each week in lesson plans. Behavior Guidelines - Teachers will develop guidelines for student behaviors, which are being implemented school-wide. Students are provided positive feedback on their behavior through this plan.

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.)

Teachers will continue to build and improve vocabulary through the use of "Bringing Words to Life", by Isabell Beck. The group will use direct explicit instruction, small group instruction, and other resources as selected by the teacher. School wide

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emphasis on teaching vocabulary and building background information by teaching words, prefixes, suffixes, multi meaning words, antonyms, and synonyms. Teacher will front-load academic vocabulary in the general education classroom, use vocabulary squares with images as a visual aid, and use word solving flow charts. Heggerty phonemic awareness curriculum instruction will be implemented to develop and strengthen the phonemic awareness for our students. Teachers will use the Envision Math resources, Savvas website, and other internet websites and software, such as iXL, iTunes University, Reflex Math, Flocabulary, and USA Test PrepStride. Students will access these resources using iPads, Chrome books, laptops, desktop computers, Smart Tables, clickers, etc. A teacher will work with students after school on technology readiness through prepared lessons and hands-on experience. Students will be tested using the Renaissance software programs specifically designed to identify targeted areas of deficiencies. Teacher will use this information to guide the planning for whole group and small group instruction. Differentiated Instruction will be provided through small group instruction and tier intervention based on student needs. Partnering with classroom teachers using a set schedule to model effective strategies for differentiation and student engagement. EL specialists will collaborate with the classroom teacher to develop engaging, differentiated lesson plans for all learners. Differentiated Instruction will be provided through small group intervention based on student needs. Teachers will use close reading, numbering the paragraphs, asking the text a question, identifying main idea, and other strategies when presenting during whole or small group instruction. Provide professional development for teachers to assist students who may have difficulty reaching academic success due to physical, emotional, or behavioral developmental issues. Teachers will implement strategies from "Teaching with Poverty in Mind" book in their classrooms. Teachers will incorporate elements designed to encourage students to collaborate to overcome challenges in the classroom. Teachers will also display student work that depicts student effort and give actionable, appropriate feedback to students. Professional development sessions focused on responding to negative student behaviors will be held for all faculty and staff. Teachers will attend professional development seminars on how to handle crisis situations effectively. Teachers will learn strategies for working with students in high-stress situations, ultimately ensuring that students are able to remain productive in the classroom. Receive social emotional training and development (all staff) and implement strategy with fidelity. Teacher utilize grade level meeting time to address student behavior and academic needs (in collaboration with parents, counselors, and student). Teachers will consistently track student data (attendance, behavior, and grades during data meetings). Partnering with classroom teachers using a set schedule to model effective strategies for differentiation and student engagement. EL specialist and reading

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specialist will collaborate with the classroom teacher to develop engaging, differentiated lesson plans for all learners.

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.**

The following additional resources and programs are provided for Adams students beyond the regular school day to provide opportunities for the most academically needy students to receive support and reinforcement of academic skills: 1. EDGE - 21st Century community education after-school program that includes a homework assistance component as well as an enrichment component on Monday - Friday until 5:30 p.m. 2. Parent Teacher Resource Center - Resource Center materials available to teachers, parents and students for make and take, duplicated or short-term borrowed materials to address academic deficiencies or to enhance enrichment content. 3. Homework - assigned daily or as needed to supplement in-class daily instruction 4. Internet-based skills practice through iXL, Stride Academy, MyOn, Savvas, Reflex Math, Flocabulary, etc.

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.

ML specialist will provide coaching in the classroom to assist teachers in providing instructional supports and strategies for helping non english speaking students achieve mastery of grade level standards. The ML specialist will also provide Tier III small group support for ML students who continue to struggle in the classroom. Data provided through the STAR and ACCESS assessment will inform decision making for the coaching cycles and identify students for the small group instruction. Relevant data ( DIBELS, AAA, ACCESS, ACAP, and STAR) is collected and presented to the staff at Problem Solving Team meetings. In our analysis of the data, gaps in student achievement are identified. The staff works collectively to brainstorm ideas to be included in the Response to Intervention Team Plans (RTI). Students are then placed in Tier Groupings based on academic and behavioral needs and reviewed monthly to analyze progress or decline. Timely, effective additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards through the Response to Intervention Team. Students are assigned to Tier II or Tier III academic or behavioral groups in order to receive additional interventions and instruction to address academic deficiencies. Additional intervention and instruction is provided through inclusion opportunities with resource personnel, pull-out instruction from additional resource personnel, or additional software and website program practice (e.g. LLI, Stride, Scantron, Reflex Math, Savvas, Renaissance Programs and Scott Foresman resources) through

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technology resources, such as the desktop computer, chromebook, laptop, Smart Table, Viewsonic panel or an iPad. Use of a social worker will provide individual and small group in-school support for students with behavioral deficiencies that negatively impact academic performance. This will help to decrease student absenteeism due to out-of-school suspensions and chronic truancy. Migrant students are identified upon enrollment through an Agricultural Survey which assesses whether the student qualifies for migrant services. Homeless students are identified upon enrollment by the parent identifying themselves as residing in a shelter or living with another family on a Survey. These students are referred to the school and personal needs will be met so there will not be any barriers for the student. Special Education services are provided by the district and appropriate procedures in accordance with federal and state laws and regulations. The schools utilize a Response to Intervention team to identify students who are at-risk both academically and behaviorally. The RTI team considers each student carefully to determine need for referral for special education testing. Once a student is referred for testing, parents are notified for permission to test. An IEP team convenes to determine eligibility for services and develop the IEP. The Angel's closest provide clothing/hygiene products to students in need. The food pantry/backpack blessings provides food to students so they can have food for the weekend. The Department of Human Resources provides assistance when there is abuse/neglect. Research Cited: AMSTI, WIDA

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.

Adams Elementary will provide whenever possible written communication that the parents can understand, or provide a person who can speak the parent's native language to facilitate understanding. School information is provided to parents in a language that they can understand through interpreters or in forms/letters in the home language. Students are monitored in instruction and assessment and are provided accommodations by district personnel who also assist core teachers and EL students in the classroom. Pull-out sessions with the resource staff to teach language acquisition and writing skills as well as providing examples of accommodations to the core education teacher and train staff on the ACCESS data and WIDA standards. In addition, the school district has been assigned a Regional ML Coach to assist with Professional Development, Instructional Strategies, Students who do not make progress will be provided supplemental one-on-one or small group tutoring with the ML teacher to work on specific areas in which the student is experiencing difficulty. After each interim assessment (benchmark) has been administered (end of 4 week grading period and 9 weeks grading period), the

ML teacher will collaborate with classroom teachers during grade level meetings to adjust/amend goals based on students' progress.

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

This year the school has seven new teachers.

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

55% of our teachers have at least a Master's degree.

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

Adams is in compliance with the requirements of section 1114 and 1119 of "ESSA" due to the fact that all teachers and intervention aides working with students are qualified to assume responsibilities for students to meet academic achievement standards. This information is maintained at the Gadsden City Board of Education's Central Office and is available to any member of the general public on request.

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

The following professional development activities have been, and/or are being, provided to faculty and staff to assist them in implementing instructional strategies and formative assessments that monitor student progress in the proficiency and mastery of College and Career Ready Standards: 1. Renaissance Place Training - STAR Reading, STAR Math 2. Envision Training 3. ASSIST Training 4. S.P.I.R.E. Training 5. College and Career Ready Standards Training 6. ACAP 7. AlaKids 8. Behavioral Support Training

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

Opportunities for training for faculty and staff are offered at the LEA (District Level) as well as at the individual school level. Many opportunities for professional development are provided through the e-learning online professional development site, Webinar Wednesdays focuses on the new ALSDE Digital Literacy Course of Study. Additional training is needed in the use of iPads, laptops, 3D printers, chromebook, Smart Tables, Viewsonic Panel, MyOn, iXL, Stride, and in the use of existing technology. This training will enable us to address the needs of students benefiting from Response to Instruction strategies, to embrace emerging technology, to enhance student productivity and communication skills, and to explore applications of higher order thinking skills. Additional training in the use of technology resources is provided through the reading series by Scott-Foresman. In house training is provided to the staff on technology, Renaissance programs, Reflex,

Flocabulary, iXL, Stride, Powerschool, social and emotional learning, writing, behavior, reading and math strategies and improving communication with parents.

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.

At this time, there is one first-year teacher at Adams. The teacher mentoring program that is offered by Gadsden City Schools affords ongoing support for experienced teachers transferring to Adams, as well as for new, inexperienced teacher. The system mentoring program also includes training for both mentors and new teachers. Weekly meetings are required. Mentors are responsible for maintaining documents, such as contact logs. These forms notate dates, focus, and length of each meeting. The mentor should conduct observations of the new teacher and also provide opportunities for the new teacher to observe in his/her classroom. Observing a veteran teacher allows the new teacher to view how various classroom tasks are performed, how to maintain classroom order and discipline, and how to implement effective instructional practices.

12. Describe how all professional development is "sustained and ongoing." Opportunities will be provided throughout the year for ongoing professional development based on the needs of teachers as they are implementing research-based instructional practices. Student performance data will be analyzed through examining progress monitoring assessment and weekly assessment results. Lesson plans will also be reviewed for areas of improvement as needed through professional development activities.

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

There is an orientation/registration for incoming kindergarten students to register in May. When students register they are encouraged to attend the kindergarten bootcamp that held in July before school begins. 5th graders participate in an orientation and tour of the middle school. The middle school counselor visits 5th grade students to discuss registration options. All teachers participate in a vertical grade level planning meeting at the end of each school year.

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

pregnant women), displaced homemakers, and individuals with limited English proficiency.

### **(N/A for Elementary Schools)**

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 school utilizes the RTI, and grade level and faculty meetings to analyze data from our progress monitoring assessments that are assigned weekly and monthly as well as the data from annual assessments.

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?

If the number of students achieving proficiency standards has increased, the program has been effective. If the number of students achieving proficiency standards has decreased, we then look at subgroups and see which group has the greatest decline and then start analyzing specific goals, objectives and activities that relate specifically to those sub-groups of students.

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 process for evaluating and revising the plan will be to schedule a monthly analysis of the plan that correlates with the RTI meetings; therefore, having data sources and intervention information readily available for review.

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.

\* Title I- For the 2021-2022 school year Title I money will be used for personnel to employ one full-time Title I Paraprofessionals (for academic intervention and

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parental involvement), and five Title I Paraprofessionals (one for technology assistance and academic intervention). An ML Teacher/Translator will be utilized as an interpreter to communicate with parents of ML students and to provide ML instruction with those students. An LEA instructional coach will serve all Title I schools. Also money will be utilized for a nurse, computer technician, parent involvement, stipends for tutors for parents and students, technology, equipment rental and materials/supplies. Money for professional development will be utilized for substitutes, stipends, travel and registration. \* Title II - Professional Development - The state provides professional development funding to the school based on the number of teacher units assigned to that school. The LEA has a professional development plan which delineates professional development opportunities provided directly to system personnel. The principal has discretion in the expenditure of professional development funds to best meet the needs of the school. School Improvement and Title I allocations are also utilized for professional development in ongoing research-based professional development opportunities. \* Title III - English Language Learners- Title III funds are used to meet the academic goals for ML students. During registration, each student completes a Home Language Survey. A student whose parents identify that a language other than English is spoken in the home will be assessed using the LAS in order to determine their English language proficiency level. A parent must give permission for the student to be tested. The parent will be notified of the student's classification and qualifying status for the program within ten (10) days of the evaluation. If the student qualifies for the program, the parent must sign a permission or denial for ML services. LEP students receive tutoring services from the ML teacher. All resources and materials used for instruction are scientifically research-based.

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).

\* Title IV provides funds for effective programs that have been scientifically research-based. Our Title IV programs help to increase the knowledge of drugs to reduce incidents of tobacco, drug, and alcohol use and/or possession, and to increase knowledge to reduce incidents of violence. The counselor provides numerous activities to promote safe and drug-free environment for students, including counseling and guidance on drug awareness, drug education, making healthy choices, bullying, conflict resolution, and Red Ribbon Week.

## ACIP Assurances

### Instructions:

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

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

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

YES

NO

N/A

### ATTACHMENTS

#### Attachment Name

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Parent Engagement Plan 2021-22

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))

An Annual Title I Parent Meeting will be held at the beginning of the school year for parents to learn about the school's participation in Title I, the requirements of Title I and the parents' right to be involved. Parents will be notified of the Annual Title I Parent Meeting through the Schoolcast notification system, school marquee, announcements at the school, a flyer sent home in the weekly communication folder, and a flyer in the Parent Information Area and outside bulletin board. All public notices and communications will be given in a language parents can understand. During the meeting the parents will be informed of the 1% set aside money and how the parents can be involved. The LEA's Title I allocation is shown and the amount for each school is shown and explained. Examples are given and we presented the amount to our parents that we received for Parental Engagement (the school's portion of the 95% of the 1%). We discuss how the parents can be involved in the process and how they can be part of the decision making team regarding the 1% set-aside both for system-wide initiatives and school level activities. An overview of the Continuous Improvement Plan is presented at the Annual Title I Parent Meeting. Parents are informed of academic status, areas of improvement, expenditures, and an explanation of why the school is funded by Title I. Parents are asked for input and areas of concern. Parents are invited to participate in the annual budget planning meeting. Parents are informed of the plan and a committee of parents is asked to review the plan and make comments or corrections. Topics of the annual meeting will be: What it means to be a Title I school What the 1% Set-Aside is for parental engagement The LEA Title I Plan The LEA Parental Engagement Plan The School's Parental Engagement Plan The LEA's and School's Continuing Improvement Plans The School-Parent Compact The School's Title I Budget How to request the qualifications of their child's teacher(s) How parents will be notified if their child is taught by a teacher who is not Highly Qualified How parents can be involved Parent Resource Center and Supplemental Services How the Annual Evaluation of the Parental Engagement Plan is conducted

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.

1. There will be Parent Engagement meetings held once every nine weeks to plan, review and improve the Title I Program and plan family events. A translator will be available at all meetings as much as possible.

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).

A parent survey, written in a language parents can understand will be sent home with every student in the spring. All parents are invited to attend the 4th Nine weeks Parent Engagement Meeting to review the survey results and to review and evaluate the current Parental Engagement Plan, budget and School-Parent Compact. The ACIP parent committee will be formed from parent volunteers from this meeting. The evaluation and survey results will be presented to the school staff for their input on the evaluation and the development of a new Plan, Compact and budget. Using the results of these evaluations and the survey, the Parent ACIP committee and the Title I staff will develop the parent Engagement Plan, Compact and budget for the next year. All parents and guardians are invited at the beginning of the next school to the Annual Title I Parent meeting to review the Title I Program, Budget, Compact and Plan. Parents will be given the opportunity to suggest improvements in the Continuous Improvement Plan and Parental Engagement Plan at this and subsequent Parent Engagement meetings. A translator will be present at all meetings, and agendas and minutes will be written in a language parents can understand. The Plans and Compact will be reviewed, developed and improved by a group of people including groups representing racial and ethnic minorities, economically disadvantaged, disabled, limited English proficiency, and limited literacy. Parents will be notified of these meetings through the school marquee, school website and Facebook page, Schoolcast notification system, radio and newspaper announcements, announcements at the school, and a flyer sent home in the weekly communication folder and posted in the Parent Information Area and on the parent information board outside. All publicity and communications will be given in a language parents can understand.

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

Title I parent engagement funds will be used to buy colored copy paper for parent communication, student agenda, communication folders, books to give away at all family events to encourage reading at home, recognition of student achievement and parent involvement, honorariums for parent professional development speakers on topics of need and concern to parents.

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))

\*Adams will have the Annual Title I Parent Meeting, Open House and regularly scheduled Parent Involvement meetings at which information will be given about Title I programs, the curriculum, the assessment results, academic expectations and opportunities for future meetings and parent involvement. A translator and written translations will be available as much as possible. Parents will be given opportunity at these regular meetings to be a part of the decision making process about the programs of the school which affect the climate of the school, professional development of parents and teachers, and the education and achievement of the students.

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 Title I School-Parent Compact was explained and reviewed at the September Annual Title I Parent Meeting. It will be discussed and updated by the Parent ACIP committee and in the September, School wide Staff ACIP Planning meeting. The Compact has a part for the parent, student, teacher and principal to pledge their individual responsibility for student academic achievement. This is a great opportunity to continue to work as partners on addressing school's goals. The compact will be sent home in Communication Folders with every student. Every student will be required to have a signed Compact in their permanent file and teachers will keep a copy of signed Compacts in their rooms to use in parent/teacher conferences. All communication will be in a language parents can understand.

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

If a specific component of the CIP Plan is not satisfactory to a parent, the parent will submit their comments in writing to the LEA Parent Advisory Council. The council will review and submit in writing, their findings to the CIP committee in order to resolve any differences. If there are further resolutions, the Title I Coordinator will meet with the committee. The Continuing Improvement Plan will be written and reviewed by the staff and a committee of parent representatives. Throughout the

year, as the CIP is reviewed, these parent representatives will be a part of the review process. Parents will be encouraged at every Parent Engagement meeting to voice any concerns they have with the Continuous Improvement Plan and the academic program of the school in general.

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 system wide Parent Teacher Resource Center (PTRC) personnel will be at the Annual Title I Parent Meeting, Open House and at some of the Family Reading Nights to provide free materials and helpful suggestions for parents. The Parent Teacher Resource Center provides flash cards, games, manipulatives, and packets on skills in areas of concern for parents and students to use at home and offer tutoring and training sessions for students and parents on academic subjects and computer skills. There is information on the Parent Teacher Resource Center on the school website.

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.

\* Adams Elementary will have a Title I Resource Liaison and Parent Involvement Coordinator to coordinate the parent involvement program, create and distribute

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communications, lead in family events, and conduct Parent Involvement meetings. \* Distribute to the staff a copy of the Parental Engagement Plan, Parent Survey results and the Adams Annual Evaluation of the Content and Effectiveness of the LEA Parental Involvement Plan at the beginning of the year and discuss it at an in-service or faculty meeting, so they can see areas needing improvement and celebrate areas of strength. \*Address one specific area of need discovered from the Survey and Evaluation at each Faculty Meeting throughout the year to keep the awareness level up concerning working with parents as partners. \*Encourage teachers to ask parents to come to activities. Offer a classroom incentive for the most parents in attendance. \* Teachers will be encouraged to use mobile apps to communicate with parents the assignments, important information and examples for math homework. \*Teachers will be encouraged to give students homework passes, rewards or privileges if they return signed papers, or if parents attend conferences, events or meetings. \* Our Principal will stress at Parent meetings an open door policy toward parents coming at any time, by appointment, to observe their child. At Faculty meetings she will stress the open door policy and encourage teachers to call parents to celebrate student accomplishments and at the first sign of needs or problems. \*Offer training during planning periods and/or after school on websites, syllabi, and working with parents and ELL families. \* We will have an EL parent liaison/translator to work with parents and staff, translate communications, and assist staff in communicating with parents. \* We will include parents in committees with staff to plan school wide celebrations, such as Hispanic Heritage month and Black HistoryMonth. \* Room volunteers will be secured and teachers will be encouraged to call with specific needs and ways they can help.

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.

\* The system wide Parent Teacher Resource Center (PTRC) personnel will be at the Annual Title I Parent Meeting, Open House and at some of the Family Reading Nights to provide free materials and helpful suggestions for parents. The Parent

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Teacher Resource Center provides flash cards, games, manipulatives, and packets on skills in areas of concern for parents and students to use at home and offer tutoring and training sessions for students and parents on academic subjects and computer skills. \* Parents will be encouraged at every family event to go to the center so they can learn about the games and activities available to be checked out and training classes for students and parents. \* Parents will be sent a congratulatory letter from the principal when their child achieves the A/B Honor roll each grading period. Parents whose child did not achieve the A/B honor roll will be sent information about the Parent Teacher Resource Center so they can order materials to use at home with their child to help improve achievement. \* The school newsletter, sent home in the weekly Communication Folder and posted on the school website, will contain suggestions to parents from the principal, librarian, reading coach, nurse, or counselor on helping their child to be successful in school and information about the Parent Teacher Resource Center. \* There will be information on the Parent Teacher Resource Center on the school website. \*If possible, The Parenting Partners Program will be offered to train small groups of parents on improving their relationship with their child and encouraging academic achievement, positive values and character in their child. \* A translator and written translations will be provided as much as possible. All communication will be in a language parents can understand.

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.

Parents are invited and encourage to participate in the Annual Evaluation of the LEA Parent and Family Engagement Plan. The purpose of the evaluation is to ultimately improve the academic quality of the school. All parents have this opportunity every spring or as requested if needed. Parent surveys are sent every spring to all parents in a language they can understand.

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.

\* Adams Elementary will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory students. An EL parent liaison/translator will provide, as much as is possible, translations for meetings, conferences, visits, phone calls, notes, flyers and other communications in a language that they can understand. \* The ML parent liaison/translator, office personnel, school counselor and nurse will provide services and information to parents of migratory students.

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))

\* Adams Elementary will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory students. An ML parent liaison/translator will provide, as much as is possible, translations for meetings, conferences, visits, phone calls, notes, flyers and other communications in a language that they can understand. \* The ML parent liaison/translator, office personnel, school counselor and nurse will provide services and information to parents of migratory students.

## Coordination of Resources - Comprehensive Budget

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

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

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

### **ATTACHMENTS**

#### **Attachment Name**

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 [Coordination of Resources](#)

## 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)
 <u>Coordination of Resources</u>		•
 Parent Engagement Plan 2021-22		• 1