



Title 1 Schoolwide Diagnostic for ACIP 2023-2024\_10272023\_08:56

Title 1 Schoolwide Diagnostic for ACIP 2023-2024

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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.*

## 2023-24 Title I Schoolwide Diagnostic for ACIP

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

#### 1. How was the comprehensive needs assessment conducted?

The instructional leadership team of Carver Primary School consists of school administration, teachers, parents, and community members. The team analyzed school performance data to determine strengths and weaknesses at the school, grade, and group level. A close examination was given to determine the effectiveness of goals and strategies. Based on feedback from school and community stakeholders, a list of needs was prioritized and communicated to the school community. These needs in addition to the review of relevant data are used to determine the current goals and strategies.

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

Aimsweb+ - A review of the 2023 Aimsweb+ Fall Benchmark Early Literacy Composite scores indicate 29.8% of the kindergarten students and 26.8% of the first grade students scored in the low risk category. In addition, 43.8% of the second grade students scored in the low risk category in the Aimsweb+ Fall Reading Benchmark. 2023 Aimsweb+ Fall Benchmark Early Numeracy Composite scores indicate 24.6% of the kindergarten students and 26.4% of the first grade students scored in the low risk category. In addition, 34.9% of the second grade students scored in the low risk category in the Aimsweb+ Fall Math Benchmark. The low risk category indicates that there is a greater than 80% chance that the students will achieve year-end performance goals based on their current scores. ACAP - In Spring 2023 131 second grade students were administered the ACAP. Data reveal 45% of second grade performed at Levels 3 and Level 4 in ELA and 37% performed at Levels 3 and Level 4 in math. Students performing at Level 3 and Level 4 are considered proficient on grade level standards. ACCESS - A review of the 2022-23 WIDA ACCESS for ELLs indicated 43 students were tested in Kindergarten. 38 students were tested in First Grade, and 43 students were tested in Second Grade. In Kindergarten 93% of students scored in the entering, emerging, and/or developing proficiency levels. In First Grade, 97% of students scored in the entering, emerging, and/or developing proficiency levels. In Second Grade, 69% of students scored in the entering, emerging, and/or developing proficiency levels. These scores indicate the continued need for ELL services. In addition, the race and ethnicity distribution of our school indicates 40.87% of students are Hispanic/Latino, 48.23% of students are Black or African American, and 27.25% of students are White. Additional screening will be conducted during the 2022-2023 school year. Attendance Data - The Average Daily Attendance (ADA) percentage for the 2022 - 2023 school year was 95.53 percent.

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

Trends presented in the data indicate growth and improvement as students move upward across the years in several areas. Services, such as Title 1, ELL, GAP Teachers, Counseling, as well as instruction delivered by highly qualified personnel have had a positive impact identifying and servicing academic and social-economic at-risk students. Continuance of these programs is essential for the growth and success of our student population.

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

Benchmark criteria were used to identify gaps in student achievement. Assessments such as ACCESS 2.0 and AIMSweb+ give valuable insight as to how students are performing in relation to criterion-referenced assessment goals. Each of the aforementioned assessments provides insight as to how students are performing in relation to criterion-referenced assessment goals and provides a criterion-referenced score to compare student performance to suggested benchmarks. If students do not score at the Benchmark Level, teachers use summary data when planning instruction. These data are used during Small Group instruction, as well as Tier II and Response to Intervention (RTI). Over the last few years, our school has also experienced an overall increase in student enrollment, specifically students with limited English proficiency. Additional resources including personnel, materials, and professional development will be required to meet this growing need.

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

School improvement goals are aligned with the needs identified from the needs assessment. Student performance goals, teacher professional development, parent involvement activities, and other goals were developed with data gleaned from the needs assessment with the overall goal of increasing student achievement.

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

Multiple types of data are analyzed during the needs assessment and in turn, are essential in writing school improvement goals. Assessments that are used in the decision-making process include ACCESS 2.0 for ELLs, AIMSweb+, Benchmark Systems Assessments, comprehension toolkit strategies, writing samples, and Math Investigations. Formative assessments also give indications of student performance. Benchmark goals are set for students with each assessment over the course of the academic year. The leadership team realizes that one assessment alone cannot accurately pinpoint student achievement. Therefore, as assessment data is gathered and analyzed, multiple sources of data are compared to show areas of growth and need.

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

All students at Carver Primary School receive the best education possible, despite socio-economic status. All students are administered beginning of the year assessments to determine starting points. Students who have been identified as achieving above grade-level standards are offered enrichment opportunities and project-based learning to expand their thinking. Programs such as Reading Expeditions and Project Lead the Way are two examples of how high-achieving students' needs are being met. In an effort to meet student's academic needs when considered at risk, students are provided with Tier II and Tier III instruction. This strategic level of instruction is documented through Response to Intervention (RTI) efforts as teachers present instruction in a modified manner to meet the needs of those students who did not master academic goals. The Problem Solving Team (PST) meets monthly to document progress for students who are considered at-risk based on data. Prior to the meeting, teachers must submit assessments and work samples to document that learning goals and objectives are being implemented. In the event that no progress, or slow progress, is noted, the PST then modifies and adjusts goals to meet students' needs.

## 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.

Instruction and intervention are data-driven through the use of frequent formative and summative assessments and the analysis of the results. Teachers use this data to tailor lessons and interventions to meet the needs of their students. Teachers differentiate instruction on the individual, small group, and whole-group levels. Teachers plan and implement engaging integrated instruction across the curriculum, including multicultural and multisensory lessons and activities. Regular progress monitoring is used to track student progress and inform future intervention needs for students. Reading instruction is focused on a balanced literacy approach that incorporates the whole language instructional approach as well as explicit phonics and phonological awareness instruction. Reading Horizons and Heggerty have been added to enhance early literacy development. Comprehension strategies are embedded within our reading program, Benchmark Systems, that support the development reading comprehension skills and strategies in our students. Teachers use this resource to teach students how to question, comprehend, respond to, and learn from nonfiction and fiction texts. Investigations 3 Common Core Math Program is implemented by teachers to help students establish and develop exploratory strategies in math. These inquiry-based lessons and activities help students learn math concepts through active exploration, collaboration, asking questions, and justifying reasoning. Teachers use Project Lead the Way as a way to broaden students' design-thinking mindset through hands-on activities that promote collaboration and problem-solving. Beginning with the

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2022-2023, Digital Literacy and Computer Science instruction has been implemented across the school.

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.)

All students meet with the school counselor to receive whole group instruction on various topics such as staying drug and alcohol-free, making friends, solving problems, etc. at least twice per month. There are weekly opportunities for small group and individual counseling for students to work on more targeted areas. The school counselor works closely with other professionals within the school, district, and community to provide additional support for students who are identified as needing other services. Career development is discussed at the primary level to help students acquire skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Additionally, Carver Primary School has a school level Problem Solving Team, as well as grade-level Problem Solving Teams who work to identify students who are at low, moderate, or high risk of not mastering grade-level standards. The teams work with teachers to put strategies in place to address the areas of academic deficiencies.

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 school collaborates with community organizations such as the Boys and Girls Club of Greater Lee County and Alpha Kappa Sorority, Incorporated to offer at-risk students tutorials in the content areas of reading and mathematics. Also, Carver Primary has an Extended Day Program after school that provides support and reinforcement of academic skills. In addition before-school reading tutoring is

available to the lowest performing students. Students have an opportunity to extend classroom learning and have access to a variety of choices (i.e. homework, vocabulary practice, math activities, AR, e-books, other student learning sites, 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.

**Migrant** - For all new students enrolling in Opelika City Schools, an Employment Survey is completed to identify student families that are migratory. If economically in need and/or homeless, they are enrolled in the Free and reduced Child Nutrition Program and local agencies are contacted to assist in providing other economic supports for the family and the student. Each school counselor is responsible for identifying and assisting families in need and contacting agencies for basic needs.

**English Language Learners** - All newly enrolled students complete a Home Language Survey to determine if this student is eligible for ELL screening. If a student is identified for ELL services, an Individualized English Language Plan is created to meet the needs of the student. Each teacher that instructs this student is made aware of the academic needs and English language proficiency of the student. Also, the classroom teacher and an ELL teacher will provide services and appropriate accommodations for this student to assist in improving his understanding of the academic material. The student's academic progress will be monitored by the classroom teacher and the ELL teacher throughout the year. The student will be assessed with the Alabama State Department assessment (ACCESS 2.0) in the spring of the year to check progress in acquiring and using the English language. In addition, an adaptive digital language program has been purchased for assisting our English learners with their English language acquisition. Students are able to access this program during tutoring hours before school, in the classroom, and at home through their Opelika City Schools issued digital device.

**Special Education** - Students experiencing academic and behavioral difficulty at school are referred to a school-based PST (Problem Solving Team) to identify strategies and resources that might improve the likelihood of student success. These interventions are regularly monitored and adjusted based on their success. Students failing to make adequate progress are then referred to the system-level committee for further interventions and /or testing.

**Economically Disadvantaged** - Programs are available with community support to assist students in need. These programs include providing school supplies and clothing for students and families that are economically challenged. The Child Nutrition Program assists in identifying and providing students with federally funded free and reduced meals. A partnership with local agencies allows for families to receive assistance in economic recovery and stability to improve the possibility of student academic success. Each school counselor is responsible for identifying and assisting families in need and contacting agencies for basic needs.

**Neglected and/or Delinquent** - Students that are considered "at-risk" are identified in grades 5-8 and assigned a "Transition Coach" to address issues concerning



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attendance, home life, parenting, and academics. Credit recovery is available throughout the school year and during the summer for students attending Opelika High School and the Opelika Learning Center. A partnership with Lee County Youth Development (LCYDC) provides transitioning services for Opelika students placed in this facility to return to the school district as well as provide computer instruction for all students LCYDC to work toward a high school diploma.

Homeless Students - Students that are identified as homeless receive enrollment and family assistance through the Board of Education. Funding is set aside for academic and non-academic needs as cases arise. A partnership with local agencies allows for families to receive assistance in economic recovery and stability to improve the possibility of student academic success. Each school counselor is responsible for identifying and assisting families in need and contacting agencies for basic needs.

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

If a student qualifies for EL Program placement, the parent is notified of the reasons for the administration of the WIDA ACCESS Screener (WIDA-ACCESS Placement Test, or W-APT, for kindergarten and first-semester first grade students and WIDA ACCESS Online for second-semester first grade and second grade students) and the status of the student's English language proficiency level. The parents are informed of the accommodations and goals for their child, as well as the service (push-in, pull-out, or sheltered instruction) to be used in their child's language instruction. Parents will be informed of their right to waive the opportunity for their child to participate in supplemental Title III services even if they qualify. These parent notification meetings are held at the school with the use of a bilingual teacher, translator, or language line in the parents' native language. A copy of the student assessment results are also provided for parents with recommendations for supporting their student in meeting state content standards. Teachers and school personnel communicate regularly throughout the year with parents to discuss student academic progress and to jointly identify strategies for addressing any academic areas of concerns with the use of translators or a language line. Annual student progress in English proficiency is monitored and assessed through WIDA ACCESS 2.0 for ELLs English Language Proficiency test (ACCESS 2.0 for ELLs). The results of this assessment are shared and discussed with parents in their native language by the ELL teacher with the use of a translator, language line, or translating service.

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

At the start of the 2022-2023 school year, 10 certified staff members were hired to replace teachers that resigned. The current turnover rate is 27% or 10 of 37 certified positions.

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

Of the 37 certified staff members, 17 or 46% have less than 5 years teaching experience, 13 or 35% have from 5 - 10 years experience, and 7 or 19% have more than 10 years experience.

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)?

In addition to broad recruitment efforts throughout the state, the systems has established a New Teacher Mentoring Program and New Teacher Academy, provide engaging curriculum, quality professional development, adequate resourcing, and up-to-date technology.

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

During weekly grade-level PLC meetings, teachers meet with our Instructional Coach, Math Coach, administrators, and other support personnel to analyze and interpret data from academic assessments. The professional development needs for future grade-level PLC meetings are determined by the results and interpretations of the data that is analyzed. The professional development needs of the teachers and staff can be determined from this data on an individual, grade level, or school-wide basis.

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

Professional development opportunities for the 2023-24 school year include: District Mandatory training, New Teacher Academy, ARI Module training for new teachers, Science of Reading training, LETRS - Speech Sounds in English training and EL Strategies for the Classroom training Reading Horizons, Heggerty, Sound Walls, Math Investigations, Benchmark Systems and behavioral management

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

All new teachers to Opelika City Schools are assigned a mentor teacher prior to the start of the school. The new teacher and mentor meet with system administrators to discuss the expectations and outcomes for the new teacher and the mentor. Throughout the school year, the mentor and mentee complete predetermined activities that support the professional growth of the mentee. Our Instructional Coach and Math Coach also provide support to new or inexperienced teachers through the use of observations, modeled lessons, and discussions for next steps through the coaching cycle.

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

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Professional development meetings are held at least monthly on identified professional needs. In addition, model lessons are provided by the instructional coach, math coach and classrooms teachers. Peer observations occur at least quarterly with a designated instructional focus. Weekly grade-level PLCs are held to analyze and interpret data, create action plans and next steps, and determine future professional development needs for teachers and staff. Opelika City Schools has also implemented a technology component for on-going professional development to provide the faculty and staff with hands-on-tools to help them as needed.

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.

Several strategies are implemented to support a smooth transition as students enter Carver Primary at kindergarten and leave at the end of Second Grade. Entering kindergarten, students and parents are invited to school tours during the school day and in the afternoon. Parent(s) may also request a school tour when enrolling a new student. The school counselor coordinates student registration with our local Headstart agency and registered students may participate in summer enrichment opportunities offered by the school and school system. In the Spring, second grade students take a field trip to visit West Forest, the intermediate school they will be attending the following year for an initial orientation. Additionally, the leadership teams from Carver Primary and West Forest meet each Spring to facilitate a smooth school transition for students.

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 leadership of Carver Primary School uses data to begin development of improvement plans for the coming school year. State assessment data (ACAP, ACCESS, and Aimsweb) are analyzed against established goals to measure the

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effectiveness of the schoolwide program. After the end of the year benchmark assessments are given and analyzed, achievement targets are determined and set. In the time between benchmark assessments, student data is tracked to see the progression needed to achieve set targets. At the end of the year, the overall effectiveness of the plan is evaluated and compared to annual assessments in regards to academic achievement.

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?

Carver Primary School's leadership team evaluates the effectiveness of the school wide program by measuring student achievement from the beginning of the year to the end of the year. Careful observation is given to data, noting the rate in which those at-risk students make positive gains in academic achievement. Documentation and other data provided by teachers is considered to offer a true depiction of student growth. Other teachers such as the Title I Teacher, Resource Teachers, ELL Teacher and Instructional Coach offer insight on students that were provided additional support. Collaboratively, with all data and documentation, decisions are made to evaluate the overall growth of at-risk 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 Principal and Instructional Leadership Team sets meeting dates throughout the course of the school year to collaborate and monitor implementation. Each team member is assigned a specific focus, and presents documentation and information regarding that particular focus to the team. Conversations take place, and decisions are made at that time to evaluate whether the action plan is on target with specified goals. If consistent progress is not being made, stakeholders work collaboratively to revise the plan. After ample time has been provided for the revised goals to be implemented, the effectiveness is evaluated to ensure continuous improvement.

#### 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.

See Coordination of Resources Attachment

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).

NA

## 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))

Annual Title I meetings are held at the beginning of the school year. Meetings are generally held at various times and formats to provide multiple opportunities for parents to participate. During the annual Title I meetings, parents are told their rights as parents of students attending a Title I school and are provided the amount of the Title I allocation, the 1% set aside for parent involvement, how resources are utilized and how they can become involved in the development of the Title I plan. During parental involvement activities throughout the year, parents are provided updates on Title I plan implementation and revisions.

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.

Title I and other parent engagement meetings are held in various formats and times to afford parents the opportunity to provide input and feedback on the development of the Title I plan. A parent advisory committee is convened to review and provide feedback on the Title I plan. Additionally, parents may review the Title I plan during Title I meetings as well as activities planned to increase the capacity of parents. Results from the annual survey are used to determine capacity building activities and how resources will be utilized.

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

Parents may review and offer feedback on the Title I plan during Title I meetings as well as activities planned to increase the capacity of parents. Copies of the Title I plan are available at the schools main office and in the media center. Additionally, a copy of the parent engagement section of the Title I plan is sent home to parents. Results from the annual survey are used to determine capacity building activities and how resources will be utilized.

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

Parent involvement funds are used to support the activities outlined in the parent engagement plan. Items purchase include materials and supplies for parent engagement activities such as Math Night, Reading Night, Kindergarten College,

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Parent Technology Academies and supplies/materials for the parent resource center.

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))

Parents are invited to meet their child's teacher prior to the first day of school to discuss classroom and school academic expectations. Parents are later invited to participate in an open house to receive information about the school's curriculum, grading, and assessments. Interpreters are available to facilitate communication with non-English speaking parents. A report card conference is held with parents near the end of the grade reporting period to discuss student academic performance and how parents can support their child's education. Parents may also request meetings with school personnel as needed. Parents are provided timely information in the following ways: school website, monthly calendars, PTO programs, report card conferences, PST meetings as needed, mid-quarter reports, performance-based quarterly report cards, and school/ system newsletters.

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

The school-parent compact is reviewed and updated each year based on feedback from parents and teachers. During the spring of the year and at the beginning of the school year, parents are encouraged to review the school-parent compact and make suggestions for revisions or additions. A school-parent compact is included in the registration packet. The parent reviews and signs it, then returns it to the school. The school-parent compact is kept in the teacher's student files.

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

Parents are encouraged to make comments regarding the CIP through contact with their child's teacher, through telephone calls, emails, Title I meetings, and parent/teacher conferences. Parents may also submit their concerns in writing to the school. Concerns are addressed in a timely manner.

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.



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(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.

At the start of school, parents attend an initial meeting with their child's classroom teacher to discuss classroom expectations, grading procedures, school-home communication, and establish a positive start of the school experience for both the student and the parent. Parents are invited to attend parent activities that focus on preparing parents to assist their child with current grade-level content and strengthen the relationship between teachers and parents. Parent academies are held that focus on topics related to math instruction, literacy, and other parent needs. Additionally, the school district has developed an online technology resource for parents needing training on the technology utilized by students and teachers.

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.

Strong ties currently exist between the school and parents as exhibited in the responses on the parent survey. However, additional programs have been developed that bring parents into the school to share their talents and skills. Each semester an event is hosted for parents, students, and teachers to interact in a less formal setting which encourages dialogue and mutual understanding.

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.

Parent involvement activities are integrated with activities from other federal programs (ex. Title III) and other resources made available at the local school level. A parent resource center is available for parents and teachers use to support parents as they participate in the education of their children. Resources may be checked out by parents, teachers, and students. Parents also provide guidance regarding materials needed in the resource center and other related parent activities.

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.

With the assistance of the EL teacher, translators, and volunteers, notices regarding programs, meetings, and other activities are sent home to parents in a format and language they can understand. Additionally, interpreters are present at school activities and assist with communication with non-English speaking parents.

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.

Results from the annual school survey are used to develop a baseline for parent needs regarding communication and engagement. These results provide valuable information regarding preferred modes of communication, how and when parents wish to be involved, and their overall knowledge of the school's curriculum and programs. With support from our PTO and parent advisory committee, school staff are provided feedback and guidance regarding parent needs, develop and administer parent involvement activities and programs, and facilitate a strong connection between home and school.

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))

In our mission statement "Educate Every Child Every Day," all parents are encouraged and invited to participate in the education of their children. Utilizing translators, translation services, and EL teachers; reports and other communications are provided to parents in a language and format they can understand.

## Coordination of Resources - Comprehensive Budget

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

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


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

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

### **ATTACHMENTS**

#### **Attachment Name**

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 2023-2024 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)
 2023-2024 Carver School Compact - Spanish		.
 2023-2024 Coordination of Resources		.
 2023-2024 Parent and Family Engagement Plan		.
 2023-2024 School Compact - English		.