

Title I Schoolwide Diagnostic for ACIP

1. How was the comprehensive needs assessment conducted?

Due to school closure the school leadership team (including parent members) reviewed the current plan to assess the degree to which implemented strategies have been met during the first nine weeks of this year. This information is shared with faculty members and interested parents. In the first nine weeks, the school leadership team and school faculty met to disaggregate assessment data, School incident report, teacher evaluation data, and other local data. The school leadership team met to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft is complete, faculty and staff will review suggested modifications if needed.

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

In the area of math we looked at the level of student growth: from 28.8% mastery to 48.4% which is a 19.6% gain in only 8 months due to school closing in early March. In the area of reading we looked at the level of student growth: Kindergarten reduced the number of intensive students by 10, First grade reduced the number of intensive students by 22, Second grade reduced the number of intensive students by 2. The area of reading in our upper grades revealed the following: From beginning of year to mid year Third grade increased 90% or more accuracy by 6%, Fourth grade by 9%, and Fifth grade by 4%.

3. What conclusions were drawn from the results?

The data indicates a need to increase student ability to answer questions correctly in both reading and math. In addition, there is a need to focus on the 3 tiers of instruction.

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

HES offers a multitude of outlets for parent involvement including, but not limited to: INow Parent portal, parent conferences, progress reports, report cards, parent workshops, & visitation days. Strengths: Information indicates that parents are satisfied with the level of school-parent communication, volunteer opportunities, understanding grades, and the ability to reach teachers and administrators when needed. Weaknesses: Information indicates a relative weakness in the area of knowledge of school planning committees. Programs: English Language Learners work toward attaining proficiency in annual objectives. Strength: The students receive supplemental services through an EL teacher and high quality instruction.

Weakness: Teachers need continued professional development regarding student diversity.

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

Many of the school goals are data driven and based on weaknesses in various areas. The CIP process assisted in directing and analyzing data.

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

All goals are based on multiple sources of data (test scores, attendance rates, discipline reports, surveys) that have been analyzed and compared to identify areas of weakness for HES.

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

All goals were created with the needs of all students in mind. Disadvantaged students that scored less than proficient will be targeted. All students have access to appropriate programs and services. HES utilizes special education teachers, resource teachers, paraprofessionals, and school nurses to meet the needs of special education students and academically disadvantaged students. HES has a full time and a part time guidance counselor who use resources to insure student success. All homeless, migratory, and Limited English Proficient students have equal access to free appropriate public education.

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.

Response to instruction meetings monthly. Implementing 3 tiers of instruction. We utilize many researched based programs in providing a well rounded education. In addition, AMSTI and ARI initiatives are present with monthly support for staff and students. Compacting and gifted services for accelerated students are available. Art and theater are provided for all students. Student government association, Ram Runners, Ram Kids, Ram Folders, Ram punch cards are encouraged. Cross age tutoring is arranged between high school students and elementary students. In addition, intermediate students at the elementary school provide cross age tutoring with the primary students. Technology instruction is scheduled two times per month and guidance classes 1 time per 3 weeks. Individual and group counseling are also provided. We also desegregate data from AlaKids, I Ready, and Scantron

Performance Series Assessments to guide instruction and strengthen the academic program.

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.)

The student's needs will be addressed through utilizing many research based programs and the following resources and programs. Response to instruction meetings month, implementing 3 tiers of instruction, Lexia reading program, Zearn math program, AMSTI and ARI initiatives with monthly support for staff and students, compacting and gifted services for accelerated students, Art and theater for all students, Student government association, Ram Runners, Ram Kids, Ram Folders, Ram punch cards, and cross age tutoring between high school students and elementary students. In addition, intermediate students at the elementary school provide cross age tutoring with the primary students. Technology instruction is two times per month. Guidance classes are 1 time per 3 weeks.

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**.

Lexia and Zearn are all programs that are available on any device. Lexia has placement tests and level the students to meet the academic need. Progress on these programs are closely monitored by classroom teachers. In addition, HES has a parent resource room with over 5000 items for parents to check out to use at home with their children.

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.

All goals were created with the needs of all students in mind. Disadvantaged students that scored less than proficient will be targeted. All students have access to appropriate programs and services. HES utilizes special education teachers, resource teachers, paraprofessionals, and school nurses to meet the needs of special education students and academically disadvantaged students. HES has a full time and a part time guidance counselor who use resources to insure student success. All homeless, migratory, and Limited English Proficient students have equal access to free appropriate public education.

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.

HES utilizes Transact to translate all information needed for parents of EL students. In addition, HES has bilingual staff members who interpret for parents as well.

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

7. What is the experience level of key teaching and learning personnel?
The average experience level for grade level and special education teachers is 16 years. The highest level of experience is 35 years. The lowest level of experience is 3 years. 23 teachers have 12 years of experience. 22 teachers have advanced degrees.

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)?
Not applicable

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

After compiling and analyzing all academic data, then the school leadership team looks for trends, strengths and weaknesses. Staff members are also surveyed quarterly. Based on identified needs professional development plans are made.

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

CPR, EL Turnaround, Samuel professional development, Special Education PD, Google classroom, Lesson plan meetings, Data Meetings, RTI, Lexia, Zearn, AMSTI

math and science, Vertical training between grade levels, Letrs, Numbers, Schoology, Sonday, code of ethics, Lee vs Macon, and Erins Law.

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.

HES has a highly effective Mentor /Mentee program. New and nontenured teachers will be assigned a mentor to help with any questions about policies, procedures etc.

12. Describe how all professional development is "sustained and ongoing." The ACIP is used to note any weak areas HES has professionally. Workshops correlate with professional development to strengthen any weakness. As needs arise, professional development is used to extend teacher growth.

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.

PreK students in Henry County visit the HES kindergarten in May of each year. Kindergarten registration takes place in the Spring of each year and in May each incoming kindergarten student is tested. HES 5th grade students visit Headland Middle School in May of each year. The middle school Science Club comes to speak to HES students. Headland High School students football players, cheerleaders, and band members perform and celebrate HES students each morning of home games. The band director speaks to 5th grade students and invites them to a concert at the high school. HES students attend the Homecoming Pep Rally at Headland High School each year. In May of each year Headland High School seniors parade through HES halls in their cap and gown. Community members come speak to classes throughout the year about their job and/or their talents. Each grade level attends field trips in the community.

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)

Not applicable

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?

Data that is specific to the CIP is collected from a variety of sources. The data is analyzed to determine if the schoolwide program goals are effective or in need of revision. Intervention is provided for students who are not achieving at an adequate rate.

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?

After the data has been collected, the administrators and teachers review student data to see if progress has been made. The teachers adjust instruction according to the data.

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?

Each committee meets continuously throughout the year to review and update the plan according to the needs of the school.

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.

Schoolwide program plan includes the coordination of all funds from federal, system, and local programs. State foundational funds are used for salaries of teachers, administrators, counselors, and library units, as well as to purchase instructional supplies, technology, and library enhancement. Local funds are used for expenses which include utilities, substitute teachers, and ground maintenance.

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).

Headland Elementary School's plan for federal programs has been developed and coordinated with the state and local programs plan. State funding sources consist of technology, fee replacement, textbooks, at risk, library enhancement, teacher allocation, transportation, and professional development. Federal funding consists of Title I, Title II, Homeless, IDEA, and Child Nutrition. The coordination of these funding sources will help ensure that all students meet state academic requirements.

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

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))

At Headland Elementary School parents are invited to serve on several components of the schoolwide plan. They are expected to attend meetings pertaining to the component to which they serve. They are also asked for their input, suggestions, and comments about the plan. The leaders and staff of HES believe that parental involvement is crucial to student success and that parents are integral components in the learning community. Parents are encouraged to become involved in the process and to provide input into the implementation of the CIP. The ultimate goal for parents is for them to become a part of the learning community and to participate in all aspects of their child's education.

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.

The parents are involved by attending one of the two offered annual meetings of Title I parents and by providing input about our school. They are active participants in the planning, reviewing, and updating of the Title I Continuous Improvement Plan. Parents serve as members of the PTO, volunteer program, and CIP committees, all of which provide them the opportunity to express concerns or make suggestions concerning the CIP.

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).

At Headland Elementary School parents are invited to serve on several components of the schoolwide plan. They are expected to attend meetings pertaining to the component to which they serve. They are also asked for their input, suggestions, and comments about the plan. The leaders and staff of HES believe that parental involvement is crucial to student success and that parents are integral components in the learning community. Parents are encouraged to become involved in the process and to provide input into the implementation of the CIP. The ultimate goal for parents is for them to become a part of the learning community and to participate in all aspects of their child's education.

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

All funds allocated for parental involvement at HES are used to provide trainings and materials necessary to help parents become active partners in the education of the children of HES.

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))

Weekly progress folders allow parents to see their child's work and offer feedback to parents. Monthly newsletter/calendars are posted on the website to provide pertinent school information. School website provides a comprehensive view of our school. HES paraprofessional assists in communicating with Spanish speaking parents. Parents are asked to sign the signature page of the HES handbook to indicate their agreement of the contents. Parent conferences are scheduled during the year to monitor academic/behavior progress. BlackBoard phone message system, Remind, and closed Facebook groups are used to notify parents of events.

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))

School-Parent Compact was jointly developed by a team of school and parent stakeholders to ensure that everyone is working toward the common goal of helping students achieve efficiency on Alabama's academic content standards. The compact is updated annually by the stakeholders. It is discussed during the annual meeting; it is distributed at the beginning of each school year for signatures; one copy is retained by the office, one copy is for teachers to use when working with parents and students, one copy is given to the parents. The compact reminds all stakeholders that as partners we are committed to providing quality academic instruction in a positive learning environment which results in an increase in student achievement.

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

Parents who wish to submit their comments of dissatisfaction have the right to speak to the principal or Henry County Schools Federal Program Coordinator.

Parents may also follow the Henry County Board of Education approved grievance procedure.

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.

HES welcomes parent input and support of school activities, functions, and everyday operations. Parents are given opportunities to communicate with their child's teacher, administrator, staff members and to schedule informal conferences, phone conversations, writing notes in the comment section of weekly folders, or by email. All workshops and meetings are scheduled at various times during the day.

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.

Headland Elementary welcomes parents' input and support of school activities, functions and everyday operations. Parents are given opportunities to communicate with their child's teacher, administrators, or other school staff members by scheduling formal conferences, discussing concerns via telephone conversations, writing notes in the comment section of weekly folders, and by electronic mail. In an attempt to involve all parents, workshops and meetings are scheduled at various times during the day.

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.

N/A

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.

Headland Elementary School has a Parent Resource center located on campus. This resource center is equipped with multiple reading and math resources to help benefit parents and students while away from the school setting. HES Instructional coach is available to parents utilizing the resource center. The instructional coach has a deep understanding of elementary curriculum and an extensive knowledge of research based strategies.

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.

Headland Elementary School conducts meetings throughout the year for the parents of English Language Learners to provide general information about the EL program and the system's policies and procedures. The presentations, as well as other materials and forms, have been translated into Spanish. The EL staff has translated the student handbook as well as other school-related documents for the parents to read and/or sign. The EL staff assists Spanish speaking families during registration, parent meetings, and other areas when parents have questions or concerns. The Transact program is available online to obtain school documents translated in more than twenty different languages. The Henry County School system will provide all parents with the same opportunities for involvement in their child's school. If a student is found to be eligible to receive services, the ELP will be followed.

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))

HES conducts meetings throughout the year for the parents of EL students to provide general information about the EL policies and procedures. The presentations have been translated into Spanish. The EL staff has translated the student handbook as well as other school-related documents for the parents to read and/or sign. The EL staff assists Spanish speaking families during registration, parent meetings, and other areas when parents have questions or concerns. The Transact program is available online to obtain school documents translated in more than twenty different languages. The Henry County School system will provide all parents with the same opportunities for involvement in their child's school. If a student is found to be eligible to receive services, the ELP will be followed.