

## 2019-2020 Title I Schoolwide Diagnostic for ACIP \_08122019\_12:28

2019-2020 Title I Schoolwide Diagnostic for ACIP

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## 2019-2020 Title I Schoolwide Diagnostic for ACIP

### 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.*

## 2019-2020 Title I Schoolwide Diagnostic for ACIP

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

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

The school leadership team met in September to develop and implement the Continuous Improvement Plan for the 2019-2020 school year. The team consisted of administrators, students, parents and school staff. The CIP will be evaluated in September of the following school year to determine whether the implemented strategies have been met. This information will be shared with staff and interested parents. The staff and parents will provide input on the following: which elements have been successfully mastered and need not to be included in the next year's plan; the elements that have been mastered but still require continued monitoring during the 2019-2020 school year; the elements that have not been mastered and must be included in the 2020-2021 CIP. In September 2019, the school leadership team and anyone interested will look at disaggregate standardized assessment data, School Incident Report data, Educate Alabama data, and the School Technology Plan. Parents, students, and faculty will be surveyed to determine the effectiveness of the CIP plan. Results will be shared with the school, faculty, staff, and parents. The school leadership team will meet to develop the plan for the proceeding year based on the data and survey results. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The CIP for the 2019-2020 school year will then be published and shared with the district coordinator and superintendent. Requested modifications will be examined and decisions made by the school leadership team and faculty/staff.

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

The results of the comprehensive needs assessment revealed that high-quality professional development has been requested for: 1) achieving high levels of success with EL students; 2) chromebooks usage for the classroom including: Blackboard, Kami, Quizlet, etc.; and 3) using data and assessments to improve and drive instruction. Incorporating these professional developments will help us strengthen the weakness found in the Teaching and Assessing for Learning portion of the teacher surveys. Finally, our school has a new teacher program in place, in which we provide our new teachers with technology training and a time to meet with their new departments to discuss policies and rules. However, according to the survey data, continual training is needed throughout the year to support new teachers. Both the instructional coach and the technology specialist will be used to assist with ongoing training.

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

According to our FPHS staff surveys, one of our strengths as a school lies in that we hire staff members that are qualified to support student learning. We do a great job in maintaining our facilities to support their learning, as well as, keeping it up-to-date with equipment to enhance learning. We also create an environment that is safe for our students. The purpose statement of our school is clearly focused on student success and the administrators and school board members follow all rules, regulations, and policies. However, according to staff, we need to improve on providing peer coaching to our teachers, and instituting a new process to support new staff members. We also need to improve the professional learning program for staff members. Teachers noticed that instructional strategies need to incorporate more collaboration, self-reflection, and developing student critical thinking skills, as well as, incorporating multiple types of assessments into lesson plans. Staff members need to use student data regularly to address learning needs of students, as well as, work on regularly engaging families in the student learning process. However, it is notable that the items that were flagged as weaknesses, we actually items that teachers gave a 4 out of 5, rather than 5 out of 5. Therefore, the weaknesses can be remedied. According to the parents of FPHS, they feel welcomed at our school, are aware

of their student's progress, and how they can get involved with our school. They feel we encourage them to get involved with the school and understand how their child can have additional help in reading and/or mathematics through the Title I program. As a school, we can work on helping the parents understand their child's report card and test scores, as well as, educating them in what their child should know and be able to do in reading and/or mathematics for the respective grade levels. We can also help them know how to be more involved in the school planning/review committees. According to the student surveys for FPHS, it appears that the majority of our students are focused on being independent learners and doing what is right. When they make a mistake in class, 62% noted that they listen to their teachers and try to learn from it. When students are faced with a challenge in the classroom, 54% said that they try to solve difficult problems independently before asking for help. Plus, 58% stated they only miss school when they have a very good reason. From examining the results, our school can help our students by working on self-esteem issues. When asked about how they feels when a teachers calls on them to give an answer, 32% worry about embarrassing themselves. Also, we can help them by further investigating this answer: 20% said that when they get to the school door each day, they worry about making it through another day. Is this a safety issue? Bullying? Is it a problem with a particular subject? Or, is a mental issue? A home issue?

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

The student programs FPHS is instituting are allowing for more student learning and growth. It allows them to hone their interests and determine a future career path. Students are seeing how these programs are beneficial to them and are becoming independent learners, which this is what we want students to become: life-long learners. According to 220 of the students surveyed, they feels the clubs and sports that are offered are good ways to be involved in the school and 183 said that these programs help them grow as a person. 169 students also said that the school focus on learning has helped prepare them for the future. 2018-2019 Testing Data analysis for CIP SCANTRON / GLOBAL SCHOLAR Overall Data Analysis Scantron / Global Scholar tests are given in the fall to all FPHS students. Students test in math, reading, and language. Even though percentages for language score bands cannot be easily tracked since the language test is not normed for high school students, it is still worth our time to administer it so teachers can use the classroom data to pinpoint strengths and weaknesses in language. Students scoring high or above average in a subject are not required to re-test in that subject that school year. -As a whole school, both reading and math scores dropped from 72% high and above average to 68% high and above average. Only the African American sub-group showed an increase in both reading and math. It is important to note that the African American sub-group is only about 4% of our student population even though our total minority percentage is 42%. **READING** -According to 18-19 Global Scholar data, there were more high/above average readers in the freshman class (74%) than in either the sophomore class (63%) or junior class (67%). -Juniors scoring high/above average in reading dropped from 76% in 17-18 to 67% in 18-19. Sophomores dropped from 70% in 17-18 to 63% in 18-19. -As a whole school, more Caucasian students were high/above average readers (77%) as compared to African American students (74%) and Hispanic students (55%). **MATH** -There were more high/above average math students in the freshman class (69%) than in the sophomore class (68%). -Sophomores scoring high/above average in math remained steady at 68% in both 17-18 and 18-19. -As a whole school, more Caucasian students were high/above average in math (77%) as compared to black students (74%) and Hispanic students (56%). **LANGUAGE** Score bands cannot be easily tracked since this test is not normed for high school. Teachers use data to pinpoint strengths and weaknesses in the classroom. Comparison of ACT, Pre-ACT, and practice tests – math is the obvious weakness, but it is improving. **CLASS of 2020** We were able to compare spring 2018 pre-ACT and fall 2018 practice ACT, and spring 2019 true ACT results. The percentage of students meeting benchmark increased in every area (even though science scores

dipped on the pre-ACT then rose again on the true ACT). See below: The percentage of students at/above benchmark in English increased from 35% to 43% to 45%. The percentage of students at/above benchmark in math increased from 6.2% to 9.9% to 12%. The percentage of students at/above benchmark in reading increased from 14.6% to 18.4% to 28%. The percentage of students at/above benchmark in science dropped from 11.4% to 9 %, but then increased to 13.5%. CLASS of 2021 We were able to compare a 9th grade practice ACT test with the 10th grade Pre-ACT test. The class of 2020 outperformed their fall practice test data in every area. The percentage of students at/above benchmark in English increased from 28.2% to 44.5%. The percentage of students at/above benchmark in math increased from 6.4% to 8.6%. The percentage of students at/above benchmark in reading increased from 10% to 29%. The percentage of students at/above benchmark in science increased from 4.1% to 6.8%. In comparison to 18-19 juniors' Pre-ACT scores, this group performed better in English and reading while scoring lower in math and science. These students will take the true ACT test in spring of 2020.

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

Fort Payne High School's main purpose is to provide every opportunity for our students to succeed in this fast paced job market in which we live today. Ongoing assessment and evaluation drives Fort Payne High School's faculty and staff. Fort Payne High School utilizes a variety of research-based curriculum assessments to monitor, evaluate, and facilitate student learning. Data from state testing such as the College and Career Readiness and ACT along with Pre-ACT, diagnostics tests, Scantron/Global Scholar, and classroom grades/data are all used regularly by the faculty and staff to isolate areas of strengths and weakness in student achievement. The data received from these numerous assessments and Four-Year Cohort Graduation Rate is dissected by faculty and staff at varying intervals, depending on the type of results. New instructional strategies are then planned and implemented. Furthermore, care is taken to ensure that community stakeholders and parents receive reports of this data as it becomes available. This communication is in the form of progress reports, parent meetings and Blackboard Connect. Common assessments are used to determine mastery of subject matter every four and a half weeks. This formative assessment is used to determine pacing and re-teaching if necessary. There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Fort Payne High School. The following is a comprehensive list of fund sources, with an explanation of their usage: The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. The grand total of state money is enclosed in this plan. Title I - Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2018-2019 school year, Title I monies are being used to fund a curriculum specialist, a parent involvement specialist, and to purchase various materials/ instructional supplies. Title II - Part A (Federal): This money will be used for Professional Development activities, Class -Size Reduction (CSR) teachers if the school is in need of teachers to reduce pupil/teacher ratios in K-8, and the Recruitment/Retention of Highly Qualified Teachers. The Professional Development activities must be in addition to Professional Development activities paid for out of state/local funds. Class-Size reduction units must be in addition to state funded limits. Recruitment/Retention activities must be approved by the federal Programs department and meet all ESSA criteria.

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

Data analyzed came from student, parent and teacher surveys as well as a variety of test data including the following: Scantron / Global Scholar, ACT, Pre-Act, diagnostic ACT practice testing. Classroom data such as grades and behavior were also considered. All of this information (as detailed in answers to previous questions) pointed us toward a focus for our goals of assisting English Language Learners more effectively, increasing the academic focus on ACT skills and strategies, and supporting social and emotional learning on campus.

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

**Student Engagement/Involvement Plan:** The 2019-2020 school year will see the continuation of the daily advisory period. Every student at Fort Payne High School will be assigned a homeroom teacher/advisor. There will be no exceptions to this. Most students are grouped alphabetically, but some students may be specially selected for special advisory groups based on needs (non-English speaking students, special education students, certain at-risk). All students will meet with their advisor for thirty minutes each day. Many students will also choose to participate in extracurricular activities; some students will participate in multiple activities. We originally thought students might keep the same homeroom teacher for multiple years, but that did not prove to be logistically possible. However, having multiple advisors throughout high school will allow students to form relationships with multiple advisors. The student's advisor will be a parent's first point of contact. There will be multiple open house opportunities for parents to meet with their child's advisor as well as classroom teachers. The advisors will be able to answer questions for parents about upcoming school events, interpret standardized test scores, and general school events. Parents will meet with their child's course subject teachers for information pertaining to those particular classes. During these open houses, the school's Educational Technology Specialist will also be available to answer parents' questions about the school website, checking grades in INOW, and accessing their child's assignments and announcements in Blackboard, and about signing up for SchoolCast announcements. During daily advisory period, students will participate in a variety of advisory activities as well as have one-on-one meetings/advisory sessions with their advisor. Advisory time activities will include, but not be limited to, the following: Common Sense Media's Digital Citizenship lessons specific to each grade level, REACH Advisory lessons specific to each grade level, lessons and programs on mental health including: materials for The SAM Foundation, More Than Sad, and Seize the Awkward, character education, lessons on current health and teen lifestyle topics from Scholastic's Choices magazine, and time for academic skill building. During one-on-one student/advisor meetings, topics will include but not be limited to the following: current grades, test scores, goal setting, future planning, academic behaviors, attendance, and portfolio building. Some of the ways we assist disadvantaged students are by providing one-to-one Chromebooks. School supplies were provided to all students with money from the City of Fort Payne. Special intervention classes and ACT prep classes are available to students. All teachers received training from ACT Mastery Prep in August as well as access to online materials to use with students. The librarian will set up a regular library schedule for all English classes and will also teach lessons on ACT grammar during those scheduled visits. The librarian also sends a daily Word of the Day email to the student body. Teachers also received EL training at the beginning of the year to incorporate more strategies into their classrooms to assist the EL student population in the classrooms. Fort Payne City Schools now has their own social worker on staff who is available to meet with students and arrange other resources for them. We also have a partnership with Cherokee/Etowah/DeKalb Mental Health and the Children's Advocacy Center who each send counselors onto our campus to meet privately with certain students on a regular basis.

**Rewards System:** We will continue to implement a rewards system to encourage students to put forth their best effort when taking standardized assessments. First, we would like to offer an immediate reward after testing for all students whose teachers indicate that they exhibited model testing behaviors such as not distracting others, using time wisely, working out problems, etc. Secondly, we would like to offer a bigger reward in the fall of the next school year to students who met benchmark goals on the state assessment. Students will have input about rewards that are offered.

**Academic Component: Schedule Change-** Starting in the 2016-2017 school year, the school schedule was revised to allow all 9th and 10th graders to take math and English all year long. While the rest of the school is operating on the block schedule, these classes will operate on "mini-block" so that they change classes half way through the traditional block time frame. All other

classes will carry on as normal when the half-way bell sounds for the mini- block classes. This should prevent the huge gap in instruction that some students were experiencing between their class content instruction and the spring testing. This will be continued in 2019-2020. Planning / Data Meetings- Core subject teachers will have regular department meetings with the curriculum coach. In these meetings, teachers will look at student data, share ideas, align lessons to areas of weakness, and collaborate on plans. Emphasis will be placed on aligning course materials placing emphasis on proven areas of student weakness. Teachers will turn in lesson plans each week to a shared Google folder. Teachers also developed pacing guide in August to ensure all state standards are covered. Close Data Analysis and Instruction to Address Identified Skills- The curriculum coach will lead the faculty in close analysis of Global Scholar, Pre-ACT, and diagnostic ACT data to make sure that all teachers are aware of and are addressing specific targeted objectives and overall areas of weakness at the level required by the state assessments. This will include more rigorous requirements for reading school-wide, of both texts and free-choice materials both in class and outside of class; increased teaching of specific reading skills, especially of non-fiction material, in classes other than English using resources like Scholastic magazines, Newsela current events, and Compass Learning's Individualized Learning Paths (based on Global Scholar); and increased focus on the ACT prep websites both in and outside of class. Teachers will use ACT Mastery Prep Bellringers for a warm-up and use them to build practice assignments and skills to improve weakness for their students in that area. The English department will place more emphasis on direct instruction of grammar skills, and each English class will have a regularly scheduled library time. The school librarian will assist English teachers by teaching mini-lessons during each English class's regularly scheduled library time and helping to coordinate materials that teachers can will use in their classrooms. The math department will continue their implementation of the MATH XL program this year to provide students with immediate feedback and multiple attempts on classwork/homework practice problems. FPHS Reading Objectives for School-Wide Focus - A close analysis of ACT reports and Global Scholar data from Class Standard Student Detail Reports from 2018-2019 has led the faculty to identify the following reading skills as weak at this time. All new data will be re-analyzed to look for new areas of need or for any changes or additions to identified weakest skills after students have Global Scholar tested in Fall of 2019. Teachers in all content areas will place more emphasis on the use of informational text both inside and outside of the classroom. Weakest Areas in Reading and Informational Reading Anchor Standards to Target, in this order: 4- Craft and Structure - Anchor standard 4 (word meanings/word choice)- \*see vocabulary below , Anchor standard 5 (how ideas/claims are developed and refuted), FPHS English/Writing Objectives for Focus- To help build skills for the English portion of state assessments, this year we are adding focus objectives for English. We will test students using the Language Arts portion of Global Scholar this year in addition to reading and math. This will give English teachers specific information about each class and student so that the focus can be narrowed as needed. Students will also receive individualized lessons or "learning paths" in Compass learning that are created based on their most recent Language Arts Global Scholar scores. An analysis of recent ACT data and archived Language Arts Global Scholar data pointed to these three areas of weakness, in this order: Weakest Areas in English and Writing Anchor standards to target, in this order: 2- Knowledge of Language - Anchor standard 5 (Develop and strengthen writing as needed by planning, revising, editing, rewriting, etc.), 2 - Conventions of Standard English Grammar, Usage, and Punctuation, Teachers will increase direct instruction of ACOS language standards 3 - Production of Writing, Anchor standard 1 (Write arguments to support claims), Anchor standard 2 (Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately), Anchor standard 4 (Produce clear and coherent writing in which the development, organization, and style are appropriate), FPHS Math Objectives for Focus- Weakest Areas in Math - focus on below level skills, Teachers state that many students struggle with the course of study for their particular grade because of a lack of foundational skills, so they are incorporating lessons/activities to help bridge the gap for students



who struggle in this area. Close analysis of ACT and Global Scholar data from 2018-2019 indicates that many of the poorest scored objectives are for middle school and even upper elementary level content. The math department will continue the use of MATHXL to give students repeated practice and attempts on classwork/homework problems. Students had the most difficulty in the following areas, in this order: 6- Trigonometry (younger students would not be expected to have these skills yet) 7- Graphing 8- Geometry (congruence and similarity of lines, angles, and triangles) 9- Number and quantity (the number system, expressions and equations, and statistics/probability) 10- Algebra and functions (expressions and equations and inequalities)

## 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.

FPHS employs a full time instructional coach and a half time educational technology specialist to guide, train, and assist teachers in best practices. The instructional coach leads teachers in the analysis of available data to guide classroom instruction, and the technology specialist leads staff in the meaningful incorporation of technology into the classroom. Data analyzed includes Scantron/ Global scholar, ACT diagnostic tests, and Pre-ACT, as well as classroom assessment data. The instructional coach also leads teachers to incorporate classroom best practices like strategic teaching methods. Current technology usage includes one-to-one student Chromebooks, Blackboard LMS, Google Tools, and Kami, as well as online programs like MathXL, Nearpod, and Quizlet. FPHS students have access to honors and advanced level courses, multiple AP and dual enrollment course, Early College enrollment programs, online ACCESS courses, and many career and technical programs on the FPHS campus. Year-long math and English courses for 9th and 10th graders allow for continuous instruction in those areas without a gap. Our built-in advisory period allows for intervention classes, school activities, and club meetings to take place during the school day without interrupting instructional time. This advisory period also allows students to form a relationship with that advisory teacher who meets one-on-one with each student on a regular basis to discuss grades, attendance, future plans, etc. and help the student set his or her own goals.

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.)

Fort Payne City Schools has employed a full time social worker. The social worker is available to meet with students on an as-needed basis and connect them and their family with other professional resources. Counselors from the local Children's Advocacy Center and Cherokee/ Etowah/DeKalb Mental Health also make regular visits to our campus to meet with students who

require their services. One focus of our advisory class this year is on mental health awareness and suicide prevention. Other advisory lessons will include digital citizenship, life skills, goal-setting, one-on-one student/advisor conferences, and college and career exploration. FPHS students have access to honors and advanced level courses, multiple AP and dual enrollment courses, Early College enrollment programs, online ACCESS courses, and many career and technical programs on the FPHS campus. Intervention classes are also offered to students who are struggling academically. All seniors are part of a Google Classroom group where scholarship and job opportunities as well as important senior dates and events are updated regularly. FPHS uses the RTI tiered model to assist struggling students. We conduct a universal screener yearly and screen candidates for dyslexic tendencies so services can be provided if needed. These intervention, RTI, and dyslexia services are separate from services provided under IDEA/504.

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

During the school year, FPHS provides a Chromebook to every student that he or she takes home every night. The city provides free wifi in designated areas. All programs used in school can also be used outside of school, and many of those provide built-in tutorials and homework help to students. In the month of June, FPHS provides free summer school credit recovery for qualifying students.

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 teachers receive ongoing training in strategic teaching methods including differentiated instruction. Teachers are also kept up-to-date on which strategies are proven to be most effective with students. These strategies are meant to provide scaffolds and supports for any student who needs them, not just one particular group of students. Also, teachers receive training in the Ellevation program to give them strategies to improve teaching effectiveness of EL students. All students at FPHS are provided with a Chromebook to use both at school and at home throughout the school year. Teachers will be equipped to utilize Quizlet in the classroom to strengthen content vocabulary skills of EL students. Money donated by the city of Fort Payne was used to provide all students with school supplies this year, as well. FPHS employs 4 full time special education teachers, 2 special education aides, 1 full time EL teacher, 1 full time EL aide, and 1 part time EL teacher. Some EL students receive sheltered instruction in a classroom with a regular teacher as well as an EL aide. Newcomer EL students receive some pull-out tutoring in basic language acquisition. Some EL students are scheduled for a reading class with the EL teacher in addition to their regular classes. Special education teachers co-teach inclusion classes alongside regular teachers as well as teaching intervention and transition classes for special education students. Students who are identified as having dyslexic tendencies after the universal screener and a series of dyslexia screeners receive intervention in that area.

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.

All students and parents of FPHS students have access to the INOW gradebook. Parents are also provided with information on how to check grades and assignment in INOW as well as Blackboard and Google Classroom. Results of all testing (Scantron/Global Scholar, Pre-ACT, ACT, etc.) are explained to students by teachers, often in one-on-one conferences. Test results are often sent home with report cards or are available to parents during open house events. Bilingual aides and bilingual teachers are available to translate for parents or students who require those services.

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

At the end of the previous 2018-2019 school year, we lost eight certified employees. Five of those lost were due to retirement, though two of them have chosen to return and work part-time.

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

The average level of teaching experience at Fort Payne High School is 14.6 years of service. Our overall level of education is as follows: Bachelor's Level of Education - 19, Master's Level of Education - 25, Educational Specialists - 13, Registered Nurse - 1, Sergeant First Class - 1, and Lieutenant Colonel - 1

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)?

Every year district representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting certified teachers to Fort Payne. Prospective teachers are given information about the school system, city of Fort Payne, and neighboring communities. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. The federal programs advisory committee uses the needs assessment based on system-wide needs to determine personnel needs and which, if any, require the use of Title I funds. Applications are requested district-wide when openings are available in order to choose only those teachers who are certified. The decision of hiring certified staff is made by the local school. Principals are required to have the knowledge of each teacher's certification and the content area in which the teacher is certified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school for the first three years and are monitored all three years by the administration and Central Office staff. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

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

The curriculum coach will lead the faculty in close analysis of Global Scholar and ACT data to make sure that all teachers are aware of and are addressing specific targeted objectives and overall areas of weakness at the level required by the Alabama Course of Study. Data meetings are held monthly to discuss student data and develop professional development activities that relate to achievement gaps and student weaknesses. These gaps and areas of weakness are monitored through Global Scholar testing, ACT practice testing, and classroom assessments.

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

FPHS shares (with our middle school) a half-time educational technology specialist who provides ongoing professional development for technology integration to include the use of Chromebooks, Blackboard (learning management system), Google tools, and presentation and assessment tools through out-of-class training and in-class training/instruction. The out-of-class training is accomplished in a visual and hands-on workshop in small groups. The training/instruction is then taken to the classroom setting where the educational technology specialist plays a role in guiding, demonstrating, and answering questions to help with the integration of the technology. Collaboration among faculty also plays a role within this professional development outside of the classroom where teachers share their technology integration examples. It is a goal for all teachers to be proficient at technology integration in the classroom which includes not just the use of tools, but a classroom setting using the tools to promote critical thinking, collaboration, communication, and creativity while applying technology skills, thus, exhibiting the 21st century classroom. In August, all FPFS teachers received training from a professional with ACT MASTERY PREP to

increase awareness of how ALL courses, not just core courses, can incorporate the skills students need to be successful on the ACT. Teachers received a copy of the book *Decoding the ACT* during the training as well as access to Mastery Prep's bellringer activities. In August, teachers also received EL training to incorporate strategies into their lesson plans to be more effective with EL students. The instructional coach provides ongoing teacher training and support in both the group and one-to-one settings. The staff continues to study general best practices and strategic teaching to improve their effectiveness in the classroom. Peer coaching facilitated by the instructional coach is also used as a learning tool.

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.

A curriculum coach was added as a means of creating job embedded professional development. The curriculum coach uses the ARI coaching model as a means of delivery of the strategic lessons with individual teachers. Within the coaching model process the individual teacher and coach uses planning sessions and observations as a tool for collaboration and growth. Novice teachers are given opportunities to observe master teachers as a means of sharing good teaching practices. Follow up collaboration is used to develop strategic lessons for the novice teacher. The curriculum coach and the educational technology specialist will provide training and continued support to teachers throughout the school year through entire faculty presentation, small group trainings, and one-on-one support. Leadership teams (including teachers) will attend training sessions and then provide turn-around trainings with staff. Example: CCRS Implementation Team Teachers will meet regularly in faculty meetings, department meetings, and data meetings to share ideas and best practices. Examples: Teacher presentations at faculty meeting and summer department meetings to align and discuss the curriculum.

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

The instructional staff have been trained with local Professional Development in regards to the standards and objectives that must be mastered for the Alabama Course of Study, ACT and College and Career Readiness Standards. We began Content Literacy Training during the 2011-2012 school year and it is ongoing to date. Before, during, and after lessons were developed and implemented beginning with the 2011-2012 school year and it is ongoing to date. These strategic lessons were designed to lessen teacher talk and increase more student engagement and interaction within the lesson. (Ex. Turn/Talk and Think, Pair and Share). We also added an instructional coach and technology specialists. The instructional coach meets with teachers weekly to help implement strategies to increase achievement. The staff continues to study general best practices and strategic teaching to improve their effectiveness in the classroom. Special days are built into the school calendar for professional development. Peer coaching facilitated by the instructional coach is also used as a learning tool. An administrator observes tenured teachers on a three year cycle and non-tenured teachers are observed yearly. These individuals are used to develop and implement job-embedded professional development training to improve student centered instruction. There is an increased emphasis this year on EL instruction since this is an area where we are in need of school improvement. Federal money is being used for EL professional development.

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.

Student Advisory - Every student at Fort Payne High School will be assigned a homeroom teacher/advisor. There will be no exceptions to this. Most students are grouped alphabetically, but some students may be specially selected for special advisory groups based on needs (non-English speaking students, special education students, certain at-risk). All students will meet with their

advisor for thirty minutes each day. Many students will also choose to participate in extracurricular activities; some students will participate in multiple activities. Students will have a different teacher advisor each year. Having multiple advisors throughout high school allows students to form relationships with multiple advisors. The student's advisor will be a parent's first point of contact. There will be multiple open house opportunities for parents to meet with their child's advisor as well as classroom teachers. In addition, advisors will make contact with each of their advisee's parents several times throughout the year. The advisors will be able to answer questions for parents about upcoming school events, interpret standardized test scores, and general school events. Parents will meet with their child's course subject teachers for information pertaining to those particular classes. During these open houses, the school's Educational Technology Specialist will also be available to answer parents' questions about the school website, checking grades in INOW, and accessing their child's assignments and announcements in Blackboard, and about signing up for SchoolCast announcements.

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

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

The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. If further intervention or assistance is needed, the school contacts the district office for possible funding or other needs. Neglected/delinquent students are eligible for all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, At-Risk, and Reading Recovery. Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students will have equal access to all programs and services available. **ADMISSION POLICY FOR HOMELESS, MIGRATORY AND LEP STUDENTS** Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001 and the Stewart B. McKinney-Vento Homeless Assistance Act, all homeless, migratory and LEP children must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. This shall be the policy of the Fort Payne City School System. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The enrollment of homeless, migrant and limited English proficient children and youth shall not be denied or delayed due to any of the following barriers: Lack of birth certificate, Lack of school records or transcripts, Lack of immunization or health records, Lack of proof of residency, Lack of transportation, or Guardianship or custody requirements.

### **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 wide program is evaluated through stakeholder surveys and data analysis.

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?

Global Scholar testing results for both math and reading show decreasing performance trends for students at Fort Payne High School. In both subjects, 68% of our students have achieved a level of high average or above average. However, the percent of student scoring at or above benchmark for 2018 juniors increased from their Pre-ACT to their true ACT scores in every area except science. We attribute this discrepancy in Scantron/Global Scholar vs. ACT data to the fact that students take the ACT testing more seriously. This has led us to now include targeted goals for English Language Arts as well as reading and math. Global Scholar scores for Language Arts will be tracked after fall testing is complete for the 2019-2020 school year and will be updated with each re-test throughout the year. Current goals in the plan are based on archived Global Scholar data as a starting point and will be adjusted as new scores are available.

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 school leadership team analyzes the ACT, Pre-ACT, diagnostic tests, and Scantron/Global Scholar data to determine strengths and weaknesses in the areas of ELA and Math over a four year span. An additional needs assessment was conducted that questioned all stakeholders concerning the needs of the school. The annual parent involvement survey was analyzed to develop targeted goals for the school. The parent's survey identified ACT Remediation as the primary concern of the parents. Educate Alabama data is analyzed yearly to develop strengths and weaknesses from their Professional Learning Plan. The next year's professional development is determined from the analysis of the surveys and PLP's. In May of each year, Fort Payne High School will convene its CIP committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represents all the parents of the school. During the review process, all parents are notified of the review through notices sent home, FPHS School Cast, and the information is put on the school marquis. The notices let parents know the plan is under review and that a copy of the plan for review is in the library, the FPHS main office, and at the Fort Payne City Schools Central Office. It also makes them aware that parents have the right to give input regarding the revision of the plan. If parents disagree with any aspect or component of the School Parent Involvement Plan or CIP, they may put their comments of dissatisfaction in writing to be submitted to the LEA with the plan.

#### **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.

Fort Payne High School's main purpose is to provide every opportunity for our students to succeed in this fast paced job market in which we live today. Ongoing assessment and evaluation drives Fort Payne High School's faculty and staff. Fort Payne High School utilizes a variety of research-based curriculum assessments to monitor, evaluate, and facilitate student learning. Data from state testing such as the College and Career Readiness and ACT and Pre-ACT along with classroom data are all used regularly by the faculty and staff to isolate areas of strengths and weakness in student achievement. The data received from these numerous assessments and Four-Year Cohort Graduation Rate is dissected by faculty and staff at varying intervals, depending on the type of results. New instructional strategies are then planned and implemented. Furthermore, care is taken to ensure that community stakeholders and parents receive reports of this data as it becomes available. This communication is in the form of progress reports, parent meetings and Blackboard Connect. Common assessments are used to determine mastery of subject matter every four and a

half weeks. This formative assessment is used to determine pacing and re-teaching if necessary. There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Fort Payne High School. The following is a comprehensive list of fund sources, with an explanation of their usage: The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. The grand total of state money is enclosed in this plan. Title I - Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2019-2020 school year, Title I monies are being used to fund a curriculum specialist, a parent involvement specialist, .25 of an instructional technology specialist, and to purchase various materials/instructional supplies. Title II - Part A (Federal): This money will be used for Professional Development activities, Class -Size Reduction (CSR) teachers if the school is in need of teachers to reduce pupil/teacher ratios in K-8, and the Recruitment/Retention of Certified Teachers. The Professional Development activities must be in addition to Professional Development activities paid for out of state/local funds. Class-Size reduction units must be in addition to state funded limits. Recruitment/Retention activities must be approved by the federal Programs department and meet all ESSA criteria.

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).

The video surveillance system was upgraded at the beginning of the 2016-2017 school year and is ongoing. This helps provide a safe environment for our students and faculty at Fort Payne High School. This upgrade included the number of cameras to eighty-seven throughout our campus and includes night vision capabilities. Our cameras are monitored in real time on a high definition monitor. These cameras can also be monitored from remote locations on remote devices during non-school hours. This new system aids in providing details and information to help solve problems and maintain a supervised and patrolled campus at Fort Payne High School. Along with the surveillance system upgrade, Fort Payne High School has also added a magnetic door locking feature that allows our campus to be totally locked throughout the school day. Our doors going into the buildings have a magnetic strip that is activated through a timing system which allows our doors to be locked when our school day begins. All visitors must report to the office where they are scanned in through our Raptor registration system. Our ability to provide a locked campus continues to allow a secure and regulated environment conducive to teaching and learning.

## 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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-  [FPHS Compact](#)
-  [FPHS Handbook](#)
-  [FPHS Handbook Spanish Version](#)
-  [FPHS Spanish Compact](#)

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))

Parents will be given the opportunity to attend an annual parental involvement meeting during the months of September and October. In this meeting, parents will be given information describing the program and benefits for the student. Parents will be given opportunities to give input with ways in which the program and services can be improved. This information will be presented to the parents in a manner in which they can understand. Parents are also able to give input during parent/teacher conferences that are held during the school year. Parents will be notified of upcoming meetings through the systems automated calling system better known as Blackboard Connect and by letter. We will have two meetings - once during the school day and once in the evening - in order to accommodate different schedules.

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.

During our school-wide parent involvement day, Fort Payne High School will hold a general meeting where information will be presented about Title I programs, the curriculum, and forms of academic assessment used. Parents will learn about intervention methods and instruction that will be offered to Title I students. Parents will also be given information about how they can participate in decisions related to the education of their child. We presently have about 32.0 percent of our school population that have Spanish-speaking parents. An interpreter will be present at the meeting to communicate with these parents. In addition, documents are provided, to the extent practicable, in the parents' native language. Upon conclusion of the general meeting, parents will be invited to visit their child's general education classroom and meet their teacher. At this time, teachers will provide additional information concerning the performance of their child. Meeting times will vary in order to accommodate different schedules, and we will offer meetings during the school day and during the evening. The evening meeting will be at 4:00pm. At FPHS we want to involve parents in all aspects of the Title I program. Our process for how parents are provided opportunities for involvement and decision-making are as follows: The Fort Payne City School District employs a Parental involvement Specialist and Fort Payne High School has a curriculum specialist that serves the school on a daily basis. We also have two parents that serve as representatives on the decision-making committees and as contacts for other parents to contact to get answers to questions about parental involvement and parents' rights. They also assist in evaluating the Parental Involvement Plan. Title I parents are made aware of who these parents are at the annual meeting in September. Parents are also given a timeline outlining various parent involvement opportunities that will take place throughout the school year. Then, we remind parents about Blackboard Connect and the FPHS Website that will have current information concerning Title I and Parental Involvement opportunities.

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).

Fort Payne High School will continue to work with its teachers through in-services, faculty meetings, and data meetings to understand the importance of parental involvement and that parents are our partners. A school wide diversity awareness presentation was conducted the in 2018-2019 school year to help the faculty to be aware of biases and cultural differences that exist in our community and country. EL professional development at the beginning of the 2019-2020 school year also addressed cultural differences with our EL population. Data meetings will be used to develop strategies and examine data to assist teachers with developing strategies that parents may use at home to assist the child with his/her targeted interference. Every student with an

Individualized Intervention Plan will be assigned an academic advisor that will monitor student achievement in his/her content area and will make monthly contact with parents. The Principal will set the expectation that teachers work closely with the system's Parental Involvement Specialist and Instructional Coach in planning involvement activities and materials that best meet our school's identified goals. Fort Payne High School will provide timely information about specific programs by sending notices home and announcing dates and times. This information will be provided in English and Spanish. Fort Payne High School has a bilingual teacher who assists in verbally communicating with these parents as needed. We use Blackboard Connect and Blackboard as a means of directly contacting students and parents. Our school website contains a link to iNOW that provides the parents access to the student's grades, attendance and discipline. Fort Payne High School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Fort Payne High School presently has 300 Spanish-speaking students; therefore, all parent notifications are sent to parents of these children in Spanish. In addition, we have a bilingual teacher who is available to assist in verbal communications with these parents. At this time, Fort Payne has no migrant students. Every effort is made to accommodate parents with disabilities. Fort Payne High School is a handicapped-accessible facility.

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

Fort Payne High School uses Title I money in the following ways: Title I money is used for Parental Involvement Specialist salary and benefits, Title I Instructional Coach, .25 of the instructional technology specialist, for materials and supplies, and for high-quality, researched-based Professional Development.

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))

At parent meetings throughout the fall, Fort Payne High School presents information about its Title I programs, the curriculum, and forms of academic assessments used to determine instruction. Parents learn about priority goals in reading and math. They also learn about how to schedule a parent teacher conference and are reminded about how they can participate in decisions related to the education of their child. We presently have about 32% of the student body that are Hispanic with several of their parents that speak only Spanish. An interpreter will be provided at all Title I meetings to help communicate with these parents. In addition, documents are provided, to the extent practicable, in the parents' native language. We have also added 1 bilingual aide, 1 full time EL instructor, and 1 part-time EL teacher that will be on campus during the regular school day.

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))

Fort Payne High School developed its school compact in August of 2019. The compact was developed by the Title I committee. All parents will be given a copy of the compact at our annual Title I parents meeting. The compact will be explained to the parents, and they will be asked to sign the compact signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. The homeroom teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teacher will sign the compacts which will then be housed in the school office. In May of 2020 the school compacts will be reviewed by the CIP committee and updated as needed.

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

In May of each year, Fort Payne High School will convene its CIP committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represents all the parents of the school. During the review process, all parents are notified of the review through notices that are sent home, Blackboard Connect, and the information is placed on the school marquis. The notices let parents know the plan is under review and that a copy of the plan for review is in the library, main office, and at the Fort Payne City Schools Central Office. It also makes them aware that parents have the right to give input regarding the revision of the plan. If parents disagree with any aspect or component of the School Parent Involvement Plan or CIP, they may put their comments of dissatisfaction in writing to be submitted to the LEA with the plan.

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.

Fort Payne High School will accomplish this through its required annual Title I parent meeting held at the beginning of the school year, as well as additional Title I parent meetings held throughout the year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child be successful and the best ways to work in partnership with their child's 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.

Fort Payne High School's CIP Committee works diligently to ensure that all parent materials and training is closely aligned with our school's identified goals and CCRS Standards. Since our CIP team identified math, reading, technology, an achieving hisg levels of learning with EL students as goals, we will be sending home information and conducting meetings on these topics and providing parents with related materials. Our technology specialists will conduct training sessions for parents in an effort to keep all stakeholders abreast of the latest technology and apps being used at the school. Specific topics will include ACT/PSAT Training Sessions, Blackboard, Google Classroom and INOW help sessions, and working as a partner with your child's teacher. We will also offer scholarship, Pell Grant and student loan workshops to help parents with the second phase of education.

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.

Fort Payne High School will continue to work with its teachers through in-services, faculty meetings, and data meetings in understanding the importance of parental involvement and that parents are our partners. Data meetings will be used to develop strategies and examine data to assist teachers with developing strategies that parents may use at home to assist the child with his/her targeted interference. Every student with an Individualized Intervention Plan will be assigned an academic advisor that will monitor student achievement in his/her content area and will make monthly contact with parents. The Principal will set the expectation that teachers work closely with the system's Parental Involvement Specialist and Instructional Coach in planning involvement activities and materials that best meet our schools identified goals.

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.

Fort Payne High School coordinates its parental involvement program for all Title I parents. Teachers that have a student with an Rtl Individualized Intervention plan are required to make parental contact every three weeks. If the student continues to struggle, a parent meeting is required. Many of these parents attended our annual Title I meeting and want to be actively involved in their child's education. Our school system's parental involvement specialist meets regularly with school staff in an effort to maximize the benefit of all offered parental involvement activities and to ensure that all activities are aligned with our CIP goals. Teachers are encouraged to keep open communication with the parent throughout the school year. Parents are encouraged to participate with school activities to help foster participation in their child's education.

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.

Fort Payne High School will provide timely information about specific programs by sending notices home and announcing dates and times. This information will be provided in English and Spanish. Fort Payne High School has a bilingual teacher who assists in verbally communicating with these

parents as needed. We use Blackboard Connect and Blackboard as a means of directly contacting students and parents. Our school website contains a link to iNOW Chalkable that provides the parents access to the student's grades, attendance and discipline.

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))

Fort Payne High School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Fort Payne High School presently has 300 Spanish-speaking students; therefore, all parent notifications are sent to parents of these children in Spanish. In addition, we have a bilingual teacher who is available to assist in verbal communications with these parents. At this time, Fort Payne has no migrant students. Every effort is made to accommodate parents with disabilities. Fort Payne High School is a handicapped-accessible facility.

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## 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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 [2019-2020 Budget](#)

## eProve™ strategies: Goals & Plans

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

- Yes**
- No

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-2020 Budget	2019-2020 Budget	•
 FPHS Compact	FPHS Compact	• 1
 FPHS Handbook	FPHS Handbook	• 1
 FPHS Handbook Spanish Version	FPHS Handbook Spanish Version	• 1
 FPHS Spanish Compact	FPHS SPanish Compact	• 1
 Group Meeting Sign-In		•