

## 2019-2020 Title I Schoolwide Diagnostic for ACIP \_08302019\_10:19

2019-2020 Title I Schoolwide Diagnostic for ACIP

**Williams Avenue Elementary School**

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1700 Williams Ave NE

Fort Payne, Alabama, 35967-3310

United States of America

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## TABLE OF CONTENTS

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Instructions .....	3
2019-2020 Title I Schoolwide Diagnostic for ACIP .....	4
ACIP Assurances .....	12
Parent and Family Engagement.....	13
Coordination of Resources - Comprehensive Budget.....	17
eProve™ strategies: Goals & Plans .....	18
Attachment Summary.....	19

## 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 and teachers analyzed the required needs assessment data to determine strengths and weaknesses in the areas of Reading and Math over a three year span. We used data from the following sources: Global Scholar, iReady, DIBELS, and Reflex Math, and unit tests to assess student needs. We examined Rtl referral data to determine student intervention needs to increase grade level performance. EL Committee members along with classroom teachers reviewed ACCESS scores and academic performance of individual ELL students to determine instructional needs. Students, parents, and faculty members also provided additional input through surveys and CIP committee meetings.

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

The comprehensive needs assessment showed that the highest needs were: to increase student proficiency in reading and math, to continue using data and assessments to improve/drive instruction, to align the curriculum to the CCRS and state standards in the areas of math and reading, reduce class size in 4th grade, and provide additional support to students with mental health and behavioral concerns.

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

The results indicate that an emphasis should be placed on increasing student proficiency in reading and math by vertically aligning the curriculum to the CCRS and state standards through the use of pacing guides and standards mastery assessments across grades K-4. The mastery assessment data will be used to design and deliver intensive and explicit small group instruction to address individual student needs and bridge their gap in learning.

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

As a result of analyzing the data, programs, and surveys, it was determined the majority of students at WAES scored in the non-proficient range in both reading and math and struggle to apply basic reading comprehension strategies to understand a text and lack the fact fluency needed to solve basic math computations. Teachers need additional support in teaching and addressing the needs of special populations such as limited English proficient, special needs, gifted, and economically disadvantaged, as well as training through AMSTI, ARI, and iReady to assist in vertically aligning the curriculum and pacing across grades with an emphasis on standards mastery and its connection to student achievement, to examine student data to drive instruction, and to develop explicit small group teaching strategies to address individual student needs. EL students need additional support in core reading with fluency and comprehension along with daily language acquisition instruction in a sheltered setting.

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

Our continuous improvement goal for Williams Avenue will be to focus on increasing the proficiency level of all students in the area of reading and math. This will be achieved by administering benchmark and standards mastery assessments, analyzing the individual student data to drive daily whole group and small group instruction, vertically aligning the curriculum to standards across grades K-4, ensuring strategic teaching and learning, and providing tiered instructional support to struggling students.

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

The goals, strategies and action steps show clearly that multiple data sources were used and that strategies were determined based on the needs of students, teachers, and input from stakeholders. The Williams Avenue leadership team has had the challenge of aligning the curriculum to the CCRS standards over the past few years. This is an ongoing process that involves research, professional development and teacher training. Our vertical alignment team has worked hard to develop meaningful and productive common planning meetings to develop pacing guides and standards mastery assessments that align to the curriculum and across grade levels. The need for this meaningful teacher collaboration and consistency across grade levels and standards mastery instruction was evident after reviewing all data sources.

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

The goals address core instruction in reading and math as well as intervention for special populations and students who are not successful with Tier I instruction. As a School-Wide Title I school, all students benefit from these goals. Our subgroups are included in every strategy and action step that we will be doing throughout the school year. Teachers will participate in professional development opportunities in the areas of reading and math and will use data from summative and formative assessments to drive daily instruction. Every student will benefit from the intense, explicit instruction and intervention that takes place during small group instruction following the examination of standards mastery assessment data.

## **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.

**iReady Instructional Program:** The I-Ready computer adaptive instructional program will be used in the classroom to provide online, personalized instruction and practice to help learners of all levels achieve proficiency in math and reading. Students first complete the I-Ready Diagnostic Assessment which provides teachers with data on student strengths and areas of needed improvement. An individualized learning pathway is created for students to provide remediation and/or enrichment. Students will work on their individualized pathways a minimum of 30 minutes each week. Data collected by the program is also used to determine small group intervention needs for individual students. **Tiered Intervention-Math:** The math intervention teacher will provide math intervention for at-risk students, using and Moving with Math scientifically research-based intervention program along with OGAP and AMSTI research based strategies. The teacher will provide math intervention through small group instruction in the intervention classroom and through small group inclusion instruction in the general education classroom. **Tiered Intervention Reading:** The reading intervention teachers will provide reading intervention for all at-risk students using SPIRE and/or Take Flight scientifically research-based intervention programs along with explicit phonics instructional strategies to address gaps in learning. The teachers will provide math intervention through small group instruction in the intervention classroom and through small group inclusion instruction in the general education classroom. **Data/Grade Level Meetings and Training:** Reading and math teachers will participate in data/planning meetings to analyze and interpret student data from beginning, mid, and end of year benchmark testing and standards mastery common assessments. Teachers and the instructional coaches will work together to determine student strengths, weaknesses and possible gaps in instruction, in order to determine next steps for classroom instruction. Teachers will also participate in professional learning opportunities and common planning sessions with the Math and Reading Coach, AMSTI Specialist, or grade level VLT member throughout the school year. These PD learning opportunities will include implementing best practices, participating in instructional rounds, and/or coaching cycles.

Teachers will implement practices, strategies and activities learned from professional development opportunities. Vertical Leadership Team: The Vertical Leadership team will be comprised of members from Wills Valley Elementary, the K-2 feeder school, and Williams Avenue. The team will focus on bridging instructional gaps between grades K-4 through vertical curriculum alignment, pacing of curriculum, and the use of standards mastery common assessments to bridge the instructional gap. Using the Vertical Leadership Team to support and disseminate learning, teachers will participate in on-going professional learning and best practices in the area of math and reading instruction using data to drive their instruction. VLT Professional Development meetings, participation in AMSTI PLC's, Common Planning grade level sessions, and Instructional Rounds will be conducted throughout the school year to demonstrate appropriate steps and instructional strategies that will impact student achievement. iReady Staff Training: Teachers will participate in three I-Ready PD trainings throughout the school year. The first training will prepare teachers to administer the I-Ready Diagnostic Assessment, ensure reliable results, and incorporate I-Ready data findings and tools into classroom practice. The second and third trainings will focus on analyzing and understanding I-Ready data as well as managing online student instruction to maximize student gains. Teachers, curriculum coaches, administrators, VLT team members and interventionists will participate in these small group data analysis trainings. EL Intervention: The EL intervention teachers will provide intervention for EL students, using explicit teaching strategies to support the core program and the Learning AtoZ program for acquisition of the English language. The teachers will provide this intervention through small group instruction in the EL classroom, through small group inclusion support general education classrooms, and in a sheltered classroom setting based upon individual student need.

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.)

Tiered Intervention-Math: The math intervention teacher will provide math intervention for at-risk students, using and Moving with Math scientifically research-based intervention program along with OGAP and AMSTI research based strategies. The teacher will provide math intervention through small group instruction in the intervention classroom and through small group inclusion instruction in the general education classroom. Tiered Intervention Reading: The reading intervention teachers will provide reading intervention for all at-risk students using SPIRE and/or Take Flight scientifically research-based intervention programs along with explicit phonics instructional strategies to address gaps in learning. The teachers will provide math intervention through small group instruction in the intervention classroom and through small group inclusion instruction in the general education classroom. EL Intervention: The EL intervention teachers will provide intervention for EL students, using explicit teaching strategies to support the core program and the Learning AtoZ program for acquisition of the English language. The teachers will provide this intervention through small group instruction in the EL classroom, through small group inclusion

support general education classrooms, and in a sheltered classroom setting based upon individual student need. Tiered-Behavior Intervention: Teachers will monitor student behavior and social interactions in the classroom as well as communicate with parents regarding mental health, behavioral, and emotional concerns. Teacher will refer student to problem solving team or school social worker. Team will determine needed supports using a research-based program to create an individualized behavior support plan. Student behavior support plan may be implemented within the general education classroom or in a small group or one to one setting provided by guidance counselor. School social worker will review information and follow referral process and provide recommendation of needed behavioral and/or mental health services for student in addition to tiered-behavioral support in the classroom.

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**.

Students may access computer adaptive instructional programs (iReady and Reflex Math) beyond the regular school day on personal devices at home. This access will provide online, personalized instruction and practice to help learners of all levels achieve proficiency in math and reading. Students are also provided access to a multi-leveled online reading library via the MYON app. This allows students to choose books of interest and read for pleasure outside of the regular school day impacting fluency and accuracy.

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 students at Williams Avenue, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged and neglected/delinquent, have access to all services and programs available including free/reduced lunch, Title I services, EL services, special education services and counseling services. Also, Williams Avenue uses the Department of Human Resources, the Department of Mental Health and various community resources to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory and limited-English proficient students are provided with 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 counselor and EL teachers identify limited-English proficient students upon enrollment. Each new student receives a home language survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is spoken in the home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Learner (EL) Program. The counselor and principal identify migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey, which determines student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students. Williams Avenue provides special education services and uses appropriate procedures in accordance with federal and Alabama state laws and regulations. The referral coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the IEP based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur only when the severity of the

disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved.

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.

During the beginning of school, all individual assessment reports from the previous year are sent home to the parents. After the results are sent home in September, Williams Avenue Elementary holds a Title 1 Parental Engagement meeting with parents. At this meeting, all components of the school wide Title 1 program are explained. We have two bilingual teachers who explain the Title 1 program to our non-English speaking parents. After the meeting, all parents are encouraged to meet with classroom teachers to discuss grades, assessment results and other information. Academic achievement results are presented to parents in their native language when possible. The school has two support employees available to translate any questions and concerns a parent may have concerning his/her child's progress and achievement. Bilingual teachers invite parents to meet with them at the start of the school year to review individualized learning plans and previous school years ACCESS scores and achievement results.

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

We had one teacher resign to pursue a career with AMSTI, two request a 1-year leave of absence for personal reasons, and one resign and pursue a job in an adjacent district in a higher grade.

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

Fifty percent of the teachers at Williams Avenue have 11-20 years teaching experience. Twenty-three percent have between 4-10 years experience. Twelve percent have more than 20 years teaching experience and eight percent have 3 years or less experience.

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

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 highly qualified teachers to Fort Payne City Schools. Prospective teachers are given information about the school system, the city of Fort Payne and neighboring communities. New teachers are assigned mentors within the school for the first year and are monitored all three years by the administration and central office staff. All teachers are required to participate in professional development activities that are 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 local, state and federal funds.

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

After student data is disseminated, the school system leadership team looks at the data to determine areas of focus for the upcoming school year. After this, the school administration and curriculum coaches determine what professional development opportunities are best suited for the areas of focus.

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

Over the past several years, Williams Avenue has partnered with AMSTI and the University of Alabama in Huntsville. They have helped our math teachers during this time. Our teachers have participated in the OGAP or On-Going Assessment Project over the past three years. This professional development has enabled our math teachers to be better prepared in the areas of



addition and multiplication by working on OGAP frameworks. These frameworks are based on mathematics education research on how students learn specific math concepts, errors students make, and pre-conceptions or misconceptions that may interfere with learning new concepts or solving related problems. The Principal and Reading Coach have participated in the ARI IL3 professional learning communities. Follow up meetings will be scheduled with the ARI regional support staff member who will then help us develop our monthly action plans for reading. After the action plans are developed, the reading coach will facilitate learning labs to disseminate data and information pertaining to the action plan and goals for the year. Our administrators have access to state sponsored PLU's through AMSTI. We have been meeting for the last three years to better develop PLC's or Professional Learning Communities. These meetings have enabled the administrators to foster a sense of community among faculty and staff at their perspective schools. Our teachers have many professional development opportunities. From the AMSTI and OGAP PD for our math teachers to the ARI professional development retooling for our reading teachers. We have common planning time bi-weekly so our teachers can collaborate more and look at the data on a regular basis. Our Sp. Ed. and EL teachers have been involved in all areas of this on-going professional development.

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.

Williams Avenue Elementary School will use the Alabama Teacher Mentoring Program program administered by school staff and teachers. The mission of the Fort Payne City School District is to strengthen our ability to attract, recruit and retain highly effective teachers. The program is designed to provide ongoing support for new teachers. Each new teacher is assigned a master teacher who is matched, to the extent practicable, by subject, grade, and proximity. The mentor and new teacher are required to meet weekly. Additionally, we have built in time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. Our mentoring program also includes training for both mentors and new teachers. We provide training for mentors on how to work with new teachers and we provide several training sessions for new teachers throughout the year including new teacher orientation, classroom management and discipline and effective instructional practices.

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

Professional development is sustained and ongoing because it is job-embedded. When Vertical Alignment team members go through professional development training, they turn the information around to the other teachers, and the curriculum coaches then provide additional information and/or strategies to help sustain the efforts. Then administration looks for evidence of the training during walkthrough observations. Teachers participate in learning labs throughout the year organized by the curriculum coaches. The technology coach provides monthly professional development and visits the classrooms often to provide hands-on assistance in implementing various technological learning activities. In addition, partnerships between AMSTI, ARI and the Fort Payne City School System has been in place for several years. We are in ongoing communication with AMSTI and ARI about PD opportunities for teachers, coaches, and administration to participate in PLC's and learning labs.

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.

Second and fourth grade students participate in transition visits to the next feeder school at the end of each school year. They are lead on tours around the transition school with their current class and teacher and attend an assembly to introduce them to the new school setting. The students will have the opportunity to ask questions and feel comfortable prior to transitioning at the start of the

next school year. All schools in the system host an open house prior to the first day of the new school year to allow new students to meet teachers, get schedules and drop off supplies.

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

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

N/A

### **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?

Teachers and administrators disaggregate end of the year data, determine what worked and what didn't, and develop next steps for the next school year. A teacher survey and parent survey are also conducted at the end of the year to evaluate their perceptions on how effective our Title I program was during the school year. The Federal Programs Advisory Council also meets in May to go over the results for the system to determine if the program has been effective guide. Team identified gaps in curriculum, added additional curriculum resources from iReady to target missing reading standards, and developed a new pacing guide format along with standards mastery common assessments to address areas of weakness in both reading and math.

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?

At the end of the year, the administrators, curriculum coaches, and interventionist meet to look at data on the students that received additional intervention during the school year. The data from the beginning of the school year compared to the data at the end of the school year determines whether adequate growth was made. The team examines standards mastery data, iReady scores, scores on state assessments to determine whether the interventions used and the strategies and actions steps used were effective in improving student achievement for struggling students.

3. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Throughout the year, after data is analyzed the CIP team consisting of administrators, curriculum coaches, lead teachers, and interventionist meet to determine whether the strategies and actions steps in the CIP are being effective based on data and coach/teacher input. If we see that additional strategies and/or action steps are needed, the CIP committee will meet to discuss the need for change and based on the committee input, the CIP will be revised. All stakeholders will be made aware of the revisions and the action steps will be put into action immediately

### **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.

At Williams Avenue Elementary, a combination of funds are used to achieve school-wide goals including: State of Alabama School Foundation Program, Title I Federal Funds, Title II Federal Funds, Title III Federal Funds, Title V Federal Funds, and Local Funds. The total amount of all state funds used is \$595,380. The total amount of federal funds is \$243,351.24. The total amount of local funds used is \$140,499. Title I funds are used to supplement regular funded programming for the 2019-20 school year, Title I monies are being used to fund the following at Williams Avenue: 50% math intervention teacher's salary 50% reading intervention teacher's salary 1 full-time math coach (100% salary) 40% of the system wide instructional technology coach's salary 40% of the system parental involvement specialist's salary 25% of the system wide social worker's salary These monies are also used for the following: classroom materials and supplies, parental involvement materials and supplies, professional development, substitutes and vertical alignment supplements plus benefits. The total Title 1 budget for Williams Avenue is \$221,826.29. The Title II budget for Williams Avenue is \$19,923 and is allocated for 1 class size reduction unit and professional development for teachers and administrators.

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).

Some of the above mentioned programs do not apply to our specific grade levels. The child nutrition program provides healthy meals so that our students can perform at their best, our school guidance counselor provides whole group guidance instruction in bully prevention, child safety concerns involving abuse and neglect, and suicide prevention. Our full-time resource officer gives everyone on campus a sense of safety so that teachers can provide a safe environment conducive to learning. Williams Avenue houses the HIPPY (Home Instruction for parents of Preschool Youngsters) program. This is a community service that educates parents of preschool age children on how to prepare their children for public school.

## ACIP Assurances

### Instructions:

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

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

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

- YES**
- NO
- N/A

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

- YES**
- NO
- N/A

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

- YES**
- NO
- N/A

## Parent and Family Engagement

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

During the first 6 weeks of school, Williams Avenue Elementary School holds its annual meeting for all parents. Parents are notified of the meeting through notices sent home with students, weekly newsletters, flyers sent home in English and Spanish, school sign, school website and phone calls through the school notification system. During the parent meeting, a power point presentation is shown that explains the school's curriculum and the Title I program and its services along with the following: parents' rights, Parental Involvement section of the continuous improvement plan (overview and distribution), School-parent compacts, and 1% set aside, and info regarding Parent survey.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

1) To provide an opportunity for all parents to attend parent involvement activities, our activities are offered at different times of the day so that working parents can come in the evening and non-working parents can come during the day. In addition, our parent meetings are conducted in English and Spanish.

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).

Williams Avenue Elementary School believes in involving parents in all aspects of its Title I programs. We have 5 parents on our CIP Committee who are active participants in the development of the plan and one community leader that is also involved. For the Parent Involvement Plan, all parents were given surveys at the end of the last school year so that they would have an opportunity to have input on activities, training, and materials for the upcoming school year. Each year, the Continuous Improvement Plan which includes the Parent Involvement Plan, is reviewed and evaluated and updated. Results of the parent surveys are reviewed and addressed in the revised CIP. Williams Avenue uses its parental involvement funds as follows: To pay for 40% salary for our parental involvement coordinator, to fund all materials and supplies for our parental involvement specialist and our parental involvement program.

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

Williams Avenue uses its parental involvement funds as follows: To pay for 40% salary for our parental involvement specialist, to fund all materials and supplies for our parental involvement coordinator and our parental involvement program.

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 the annual parent meeting at the start of the school year, Williams Avenue Elementary holds a general meeting present information about its Title I programs, the curriculum, and forms of academic assessments used. Parents will learn about core subjects being taught (reading, math, science, social studies) and about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information on school topics and a copy of the

parental involvement plan. We presently have approximately 200 students with Spanish speaking parents. Two interpreters are provided at the meeting to communicate with these parents. In addition, documents are provided, to extent practicable, in Spanish. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.

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))

Williams Avenue Elementary School revisits the school-parent compacts annually during the Federal Programs Advisory Council meeting held in May that includes teachers, parents, community leaders and administrators . The compacts are reviewed with teachers at faculty meetings prior to the start of the new school year. All parents are then given a copy of the compact at the beginning of the school year at open house. The compact is explained to the parents and they are asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and house them in his/her classroom for use during the parent-teacher conferences. The compacts will be returned to the principal at the end of the school year and will be kept on file for five years.

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

At the start of each school year, Williams Avenue brings in its CIP committee to review, evaluate and revise its Continuous Improvement Plan. There are parents on the committee who represent all parents of the school. During the review process, all parents are notified of the review through notices placed on the school website. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library, in the school office and on the school website, and that the parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school and the school will submit their concerns to the central office at the same time that the CIP is submitted.

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.

Williams Avenue Elementary School will accomplish much of this through its annual parents meeting held at the beginning of the school year. At that time, 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. At the meeting, parents will be given the opportunity to meet with their child's teachers and learn about individual class assessments and what their role will be in helping their child succeed. Additional trainings and parental involvement activities will be held throughout the school year to aid parents in assisting

their children in improving read and math skills. Parents are provided results of most recent State assessment outcomes for their students, which breakdown areas of strength and need.

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.

Williams Avenue administration will continue to work with its teachers through in-services, faculty meetings, common planning meetings, data meetings and grade level meetings to give them a better understanding of the importance of parental involvement and how parents are partners in education. Administration will work closely with our parental involvement specialist in planning parent involvement activities and materials that best meet our schools identified goals. Teachers will use Remind, class Dojo, and Seesaw to keep parents informed about individual student progress and will assist students in tracking their own learning and progress in data folders that can be shared with parents at parental involvement activities and parent teacher conferences.

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.

Williams Avenue's CIP committee works diligently to ensure all parent materials and training is closely aligned with our schools identified goals in the areas of reading and math. The principal will work closely with lead teachers, parental involvement coordinator, and parents to create parental involvement activities that meet the students' educational needs and support the parents need to be involved and equipped with resources to assist their child.

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.

Williams Avenue coordinates and tries to integrate parent involvement programs that reach out to all parents. We currently have approximately 200 EL students in grades 3 and 4 whose parents don't speak fluent English. We have two bilingual EL teacher/translators on campus full time. They

work with our parent involvement specialist in meetings and training sessions to translate for these parents. Our parent involvement specialist meets regularly with stakeholders to maximize the benefits of all involvement activities and to ensure that all activities are aligned with our CIP goals. Information on all school meetings, parent notices, etc., is sent to parents of these children, to the extent practicable, in Spanish and English. We also use a phone messaging system, Blackboard Connect, and additional technology to notify parents of upcoming events and school closings in English and Spanish.

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.

Williams Avenue makes every effort to work with parents in meeting their requests as related to their involvement rights in their children's education. Once we get the results from the latest parent survey conducted in September by the Parent Involvement Specialist, we will develop training sessions based on that information. The parent involvement specialist will work closely with our reading and math interventionists to provide training opportunities for parents during school hours and after school hours as needed.

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))

Williams Avenue Elementary School, to the extent practicable, provides opportunities for the participation of parents of limited English proficiency and parents with disabilities. Williams Avenue presently has approximately 200 Spanish speaking students. All parent notifications are sent to parents of these children in Spanish. In addition, there are two bilingual teachers that are present during all open meetings that can assist in communication between teachers and parents. At this time, Williams Avenue has no migrant students. Every effort is made to accommodate parents with disabilities. Williams Avenue is a handicapped accessible building.



## Coordination of Resources - Comprehensive Budget

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

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



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

## eProve™ strategies: Goals & Plans

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

- Yes
- No**

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Stakeholders Committee Sign In Sheet 2019-20		<ul style="list-style-type: none"><li>•</li></ul>
 Coordination of Resources Comprehensive Budget ACIP 2019-20		<ul style="list-style-type: none"><li>•</li></ul>