



LRIS Title I Schoolwide Diagnostic for ACIP 2021-22

Title I Schoolwide Diagnostic for ACIP

Williams Avenue Elementary School

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Table of Contents

Instructions	3
Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	18
Parent and Family Engagement	19
Coordination of Resources - Comprehensive Budget	26
eProve™ strategies: Goals & Plans	27
Attachment Summary	28

Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Comprehensive needs assessments for Little Ridge Intermediate were conducted at the end of the 2020-21 school year at Williams Avenue Elementary School and at the start of the 2021-22 school year. Parents, students, and teachers completed Engagement and Climate & Culture surveys along with Professional Development Needs Assessments to determine current perceptions of all stakeholders and to determine current professional development needs of teachers and staff members. All survey data, student achievement data, and needs assessments were reviewed by the ACIP leadership team to determine current reality of Little Ridge Intermediate School in order to develop continuous improvement plan objectives and critical initiatives for the 2021-22 school year. Data from the following sources: ACAP Summative, iReady, and DIBELS, were reviewed to assess student needs and determine student intervention needs to increase grade level performance. EL teachers and administrators reviewed ACCESS scores and academic performance of individual ELL students to determine instructional needs and appropriate interventions to improve student reading, speaking, listening, and writing skills in order to improve language acquisition skills. Parents were provided a Title I Parent Involvement Survey and teachers were sent a new Culture and Climate Survey at the start of the 2021-22 school year to determine the current needs of the parents and students following the transition into the new school.

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

The comprehensive needs assessment shows the highest needs are: to increase student proficiency in reading and math, to continue using data and assessments to improve/drive instruction, provide teachers with the needed professional development in the areas of technology, data analysis, and essential teaching practices to improve student achievement across all student populations. Parent data indicated the need for increased school to home communication regarding daily classroom instruction, weekly objectives taught, and home activities and supports to assist parents in helping their child improve skills in reading and math.

3. What conclusions were drawn from the results?

The results indicate that a continued emphasis should be placed on increasing student proficiency in reading and math through vertically aligning the curriculum to state standards and reducing gaps in instructional across grades K-5. Reduced pullout intervention during Tier 1 core instructional time and a focus on improving

essential teaching practices in reading and math through embedded professional development through instructional coaching and walk-throughs. Students demonstrate an increased deficit in phonics requiring teachers need to implement explicit phonics instruction during Tier 1 instruction using Orton Gillingham instructional strategies. Math teachers need professional development in effective teaching practices in math using the new math curriculum and would benefit from a re-tooling training from AMSTI to improve student mathematical understanding and numeracy skills. Results from surveys and stakeholder input indicate the need for collaboration between family, students, community members, and teachers to increase student academic performance, create responsibility for decisions and actions, and to improve students mental, social, and emotional health.

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

After analyzing the data, the perception of all stakeholders is that student achievement in the areas of math and reading are the most critical components to be addressed at this time. Teachers require additional professional development to increase pedagogical skill in teaching those students most at risk and performing below grade level in reading and math.

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

As a result of analyzing the data, programs, and surveys, it was determined the priority for the 2021-22 school year is to increase student achievement in reading and math with an increased focus on improving essential/effective teaching strategies and providing targeted individualized intervention and explicit Tier 1 core instruction. As the majority of students at Little Ridge scored in the non-proficient range on beginning of year benchmark assessments in reading and math, teachers need to increase focus on applying basic phonics strategies to read and understand a text and use number talks and counting routines to develop number sense to solve basic math computations. Additional goals to address the mental, social, and emotional health status of students and staff has been placed at the forefront due as a result of the pandemic. Students and staff have indicated through surveys an increase in anxiety, sadness, stress, and pressure to complete tasks in short amount of time.

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

The goals, strategies and action steps clearly show a connection to multiple sources of data, surveys, teacher collaboration, student performance, input from parents/ stakeholders and current social trends. Leadership team developed goals focused

on increasing student achievement, improving teacher practice, communicating with parents, providing individualized intervention, and addressing mental, social, emotional health needs of students. All the goals are designed to increase collaboration between groups and meet the changing needs of our students, teachers, and families.

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 economically disadvantaged students , who require tiered instruction to fill gaps in learning . 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. Administrators and Reading Coach will participate in ARI limited support monthly coaching sessions to improve reading practices to impact student literacy needs monthly. Every student will benefit from the intense, explicit instruction and intervention that takes place during all levels of tiered instruction All teachers will participate in embedded professional development through instructional coaching, walk-throughs, common planning, and monthly data reviews/PLC's across the curriculum. Administrators and instructional coaches will participate in ARI, AMSTI, and High Reliability Schools professional development opportunities to gain insight into develop a school-wide strategic plan to increase student achievement and individual and collective teacher practice. student literacy needs monthly. Every student will benefit from the intense, explicit instruction and intervention t

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 monthly professional development trainings and quarterly data analysis to analyze and interpret student data from beginning, mid, and end of year benchmark testing and monthly growth monitoring checks. 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 and subject specific explicit strategies to improve instruction across all areas of the curriculum, participating in walk through follow-up conferences to address glows and grows regarding individual classroom instruction, and/or coaching cycles. Teachers will identify and implement effective teaching practices, strategies and activities learned from professional development opportunities and will reflect on their own teaching and identify areas of personal strength and areas for targeted growth. 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. Reading Coach will work with VLT members to implement Alabama Reading Initiative mandates and instructional strategies to improve literacy across grades K-3. The Vertical Leadership Team will support and disseminate learning to teachers through on-going monthly professional learning activities. Teachers will share best practices and explicit teaching strategies in the area of math and reading to improve instruction for all students. Participation in VLT Professional Development meetings, AMSTI PLC's, grade level common planning meetings, and administrative walk-through feedback sessions will assist teachers in developing instructional strategies that will impact student achievement

and enhance teacher practice. Ready Classroom Math Training: Teachers will participate in two I-Ready PD trainings throughout the school year. The first training was virtual and provided teachers a walk-through of the new math curriculum. The second will assist teachers with implementation and ongoing support and features of Ready Classroom Math curriculum. Language Acquisition Instruction: The English language teachers will provide daily language acquisition instruction for EL students, using explicit teaching strategies to support the core program and the learning of phonics and phonemic awareness skills via A to Z program. Targeted intervention in reading, writing, listening, and speaking will take place daily during the WIN (What I Need) block for those students within range of testing out of EL support services. The teachers will also provide intervention through small group instruction in the EL classroom and through inclusive support in the general education classroom.

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 reading 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 A to Z program for acquisition of the English language. The teachers will provide intervention through small group instruction in the EL classroom and through inclusive instruction in the general education setting. WIN TIME: (What I NEED) All students in grades (4-5) will participate in daily 40 minute WIN block to participate in individualized small group intervention and enrichment to address deficits or strengths in reading and math based upon beginning of the year benchmark assessment data. 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. PATHS and Peer Helpers: Guidance counselors will provide whole group monthly guidance lessons addressing bullying, abuse, suicide, and character education. Parents will receive monthly parent support letter providing information regarding monthly guidance topics and home activities and topics for discussion to reinforce concepts. Peer Helpers program will provide one to one positive interactions between students. Peer helpers will serve as door greeters, lunch buddies, tour guides to new students, and volunteers for social projects across school settings. Helpers will reach out to students struggling with loneliness, behavior, anxiety and will demonstrate positive behavior and character traits to encourage others.

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 EPIC app. This allows students to choose books of interest and read for pleasure outside of the regular school day impacting fluency and accuracy. Students performing below grade level following BOY

benchmark assessment will be invited to attend weekly afterschool tutoring program Monday-Thursday from 3-5 pm focused on improving phonics and reading comprehension as well as providing STREAM activities in science, math, technology, art, music, and movement. At risk students will participate in Summer Reading program to address below grade level reading skills, such as fluency, accuracy, and comprehension.

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. Little Ridge Intermediate School collaborates with 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/early intervention 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's parent completes 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 complete 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. Little Ridge Intermediate 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.

At the beginning of each school year, beginning of the year benchmark assessment reports are provided to the parents via a hardcopy report with first quarter progress reports. After the results are sent home in September, during a typical school year, Little Ridge Intermediate School holds a Title 1 Parental Engagement meeting with all parents. At this meeting, all components of the school wide Title 1 program are explained in English and Spanish. 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 to every extent possible. The school has four bilingual teachers 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 (I-ELP) and previous school years ACCESS scores and achievement results. Parents attend and overall program is explained in English and Spanish and then parents meet with bilingual EL teachers to review individual student plans and ACCESS scores. Due to the current COVID situation, Little Ridge Intermediate School provided a digital version of this years Title I program via a PowerPoint on the schools website in the parents' native language. Parents were asked to review the plan, contact their child's teacher with any questions, and return a signed statement that they reviewed the plan.

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

Williams Avenue/Little Ridge had a turnover rate of approximately 8% (6/50) at the end of the 2021-22 school year. One teacher retired, one requested to remain at FPMS and transfer to 6th grade, one resigned to stay home and care for family, one took a job in a Christian school, one was terminated, and one pursued a position as math coach at Wills Valley Elementary, our feeder school in the district.

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

According to the data collected at the start of the school year, eighty-one percent of the teachers at Little Ridge Intermediate have more than 4 years teaching experience. Out of the teachers who completed the survey, six percent have less

than 1 year of experience, twelve percent have 3 years, twenty-seven percent have 4-10 years, thirty-six percent have between 11-20 years experience and eighteen percent have 20 plus years of experience in teaching and learning.

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 professional learning activities is provided with local, state and federal funds. Administration along with the leadership team work together to establish a culture of collective efficacy, mutual respect, support, and collaboration, where all teachers feel valued and part of the team.

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

After student data is disseminated, the school system leadership team, systems vertical alignment team, and teachers review data and look for overarching areas of deficit across grades K-5 to set target areas of focus for instruction and professional development. Teachers are asked to complete a needs assessment of professional development topics that would assist them in meeting student needs. This information along with established instructional targets are taken into consideration when determining future professional development opportunities. Administrators and coaches conduct research and meet with AMSTI and ARI support staff to determine most effective teaching strategies, tools, or curriculum will be needed to address the deficits and what PD will be provided to improve their individual teacher practice and impact student instructional needs.

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

Reading teachers in grades K-5 participated in Orton Gillingham Phonics Strategy training over the summer of 2021 to address our students reading deficits in phonics and phonemic awareness. The majority of the reading teachers in 3rd grade have participated in LETRS training, Neuhaus training, and ARI modules in the Science of Reading to improve overall reading instruction related to the BIG 5 and

Alabama Literacy Act. Little Ridge reading teachers will participate this year in turn around trainings on the new English Language Arts standards/curriculum guide. Principals have also participated in LETS for Admin Training, ARI IL3, and ARI Lunch and Learn Opportunities not to mention AMSTI Coaching Academy events for Admin and High Reliability Training. Math teachers have participated in NUMBERS training for grades 3-5 Fractions and Decimals and virtual Ready Classroom Math training for implementing new curriculum. Little Ridge math teachers will participate in 4 1/2 day PLC sessions involving "Effective Teaching Strategies". Due to deficits in number sense across grades K-5, math teachers will participate in an AMSTI Re-Tooling PD and/or NUMBERS: Number Sense & Geometry during the Summer of 2021. All of the above mentioned professional development opportunities address the over arching goals of improving reading through explicit phonics instruction to impact reading comprehension and to increase students' number sense to allow for more automaticity when solving mathematical computations and word situations.

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

All first year teachers at Fort Payne City Schools are assigned a teacher mentor to assist with the day to day operations of running a classroom, planning lessons, navigating data to drive instruction, etc. Mentor and mentee meet at least one time a week to cover set curriculum with scenarios and preplanned activities but mentees also attend weekly team planning sessions and can seek out mentor or colleagues any time for support and collaboration. In addition, reading and math coaches work with inexperienced teachers and veteran teachers through collaborative coaching cycles to examine student data, design instruction, develop lesson plans, team teach, model, observe, and reflect to improve teacher practice and student performance.

12. Describe how all professional development is "sustained and ongoing." Professional development is sustained and ongoing because it is job-embedded. Teachers participate in coaching cycles alongside instructional coaches to improve their individual practice which impacts learning for students. By reviewing student data, planning together, designing instruction, team teaching, modeling, observing, and reflecting on instruction teachers reap the benefit of improving their practice without having to leave the building without having to leave the building for professional development. 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. Administrators and coaches along with Central

Office personnel use rubrics and checklists during quarterly instructional walk-throughs to document evidence of the strategies and effective teaching practices. 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 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 fifth grade students participate in transition visits each year in May to the next feeder 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 district 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. This year, with the opening of Little Ridge, a parent assembly was held during Open House to assimilate parents to the new daily transportation routines and procedures, rules of the school, and layout of the building. Administrators reviewed attendance policies and COMPACT for Little Ridge teachers, students, and parents. Students were escorted by their teacher to their new classroom and shown the outstanding features of the new building. This assembly will be held each year from on out for all 2nd grade students and parents.

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?

After student data is disseminated, the school system leadership team consisting of vertical alignment team members, instructional coaches, teachers, and administrators participate in end of year data analysis meeting. Team reviews overall student data by school and grade and compares it to BOY and MOY data to evaluate growth and areas of strength and weakness. The effectiveness of the schoolwide plan is determined by the percentage of growth and movement of student achievement scores from one grade level to another or from one level of tiered instruction to another (above grade level, on grade level, one grade level below, two or more grade levels below).

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 iReady EOY scores, scores on state assessments, and EOY DIBELS to determine whether the interventions used and the strategies implemented are impacting student achievement. The effectiveness of the schoolwide program is determined by the percentage of growth and movement of student achievement scores from one grade level to another or from one level of tiered instruction to another (above grade level, on grade level, one grade level below, two or more grade levels below). If the majority of students (70% or more) increase proficiency from one grade level to another or show positive growth the

programs, curriculum, professional development, and tier-instructional supports are effective. If our students performing well below grade level demonstrate positive growth, than our intervention strategies, curriculum, and tier-instructional supports are effective and moving them in a positive direction toward closing the achievement gap. PST team will evaluate the effectiveness of the Tier 3 interventions in reading and math and will review SRIP's for 3rd grade students continuing to perform below grade level. ALL plans will be revised to address each student's individual deficits and learning needs. In addition, PST will identify students performing two grade levels below on end of year benchmark assessment in reading and provide the opportunity for those students to attend summer reading camp.

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 school leadership team consisting of administrators, curriculum coaches, lead teachers, and interventionist meet to determine whether the strategies and actions steps in the continuous improvement plan are being effective based on data and coach/teacher input. If we see that additional strategies and/or action steps are needed, the school leadership team along with parents and members of the community will meet (in person or virtually) to discuss the need for change and based on the teams input, the continuous improvement plan is a fluid document and will be revised as needed to appropriately address student learning and social, emotion, and mental health needs. All stakeholders will be made aware of the revisions and the action steps will be put into action immediately. Parents and community members will have access to the plan via the schools website.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))

NOTE: Not all schools receive all of the funding sources mentioned.

1. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Title I allocation covers the following expenditures at Little Ridge Intermediate for the 2021-22 school year: supplemental personnel and benefits (\$101,615.00)(-0.5 Reading interventionist, 0.5 counselor, 0.4 parent involvement specialist; 6 vertical alignment team members gr. 3-5 three math, three reading); Professional Development and collaborative planning (\$9,999.00) for teachers and

administrators: training that relates to our system wide professional development needs assessment to cover the cost of professional development related to implementing effective teaching strategies in math and reading, address learning needs or EL students, students with Special Needs, and classroom management techniques for those students with emotional and behavioral issues; Materials/Supplies (\$30,513.00) to be used to purchase supplemental classroom curriculum/texts/intervention materials to support students at most risk in the areas of reading and mathematics at LRIS; Technology equipment/software (\$8,000.00) to support the needs of the most at risk students in the areas of reading and math. Total Funds \$167,320.00.

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. All students at Little Ridge currently receive free breakfast and lunch and have access to free fruits and vegetables throughout the school day for snack provided by a federal fruit and vegetable grant. In addition, our school guidance counselor provides whole group guidance instruction in bully prevention, child safety concerns involving abuse and neglect, and suicide prevention via PATHS curriculum. Community members such as local dentists provide whole group dental care presentations to students and provide dental care items. Local fire fighters provide fire prevention and safety presentations. Our full-time resource officer also gives everyone on campus a sense of safety so that teachers can provide a safe environment conducive to learning. Fifth grade students participate in two preventative programs focused on decreasing their choice to use drugs/alcohol and to use tobacco.

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, all schools in Fort Payne City district hold an annual Title I Parent Involvement Meeting to inform parents of how Title I funds are spent in relation to students needs. All 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 presented in English and Spanish explaining the school's curriculum, Title I program and it's services along with the following: Parents' Rights, Parental Involvement section of the Continuous Improvement Plan overview and distribution, School,- Student-Parent compacts, and 1% set aside funds and services, and info regarding Parent survey. This years Parent Involvement meeting was held virtually with power point posted via website in English and Spanish and sent via Google along with a signature form to record review of Title I Parent Involvement presentation. The districts Parent Involvement Plan can be viewed on the districts website at ALL times.

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.

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 nonworking parents can come during the day. In addition, our parent meetings are conducted in English and Spanish and information has been available virtually via our website. In addition, typical meetings held at the school have been offered via Google meet or phone conference per parent request.

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).

Little Ridge Intermediate believes in involving parents in all aspects of its Title I programs. We have 4 parents on our ACIP Leadership Committee who are active participants in the development of the plan and two community members that also serve on the team. For the Parental Involvement Plan, all parents were given surveys at the end of the last school year so that they have an opportunity to have

input on activities, training, and materials for the upcoming school year as well as feedback regarding engagement, culture, and climate. 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. Little Ridge 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. All parents have equal access to administration to discuss concerns and/or suggestions to improve student learning and parent participation.

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

Little Ridge 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, Little Ridge Intermediate Schools holds a general meeting in both English and Spanish presenting all information about its Title I programs, the curriculum, and forms of academic assessments used (iReady Benchmark assessments, growth monitoring checks, Reflex fact fluency checks, and DIBELS reading assessment). This year's meeting was not held in person but digital copies of the Title I power point were provided on the website in both English and Spanish and a QR CODE provided on a flyer for easier access to the site. Parents learn about core subjects being taught (reading, math, science, social studies), Title I programs, how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parent conferences are held each October. This year's meetings were scheduled via paper form and teachers met with parents for conferences via phone, Google meet or in person; allowing them to engage with their child's teacher and ask questions about the curriculum and their child's achievement. Parents are encouraged to schedule parent/teacher conferences throughout the school year not just during the month of October. Parents have access to a digital copy of the parent and student handbooks via the school website, which includes more detailed information on school topics and a copy of the Parent

and Family Engagement Parental Involvement Plan. Grades and student progress are accessible at all times via an online parent portal. Paper copies of comprehensive progress are provided every 4 1/2 weeks of a quarter and report cards are sent home at the end of each nine weeks. We presently have over 250 students with Spanish speaking parents in our building. Four bilingual EL teachers provide translation during virtual and in-person meetings to assist parents in communicating with teachers and administrators. In addition, documents are provided, to extent practicable, in Spanish.

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))

Little Ridge leadership team members attend the annual Federal Programs Advisory Council and review the schools student/parent/school COMPACT. The council consists of teachers, parents, community leaders and administrators . The compacts are also reviewed by teachers at the end of year faculty meetings to make any changes or additions to curriculum, programs, responsibilities and supports. All parents are then given a copy of the COMPACT at Open House prior to the start of the school year. The COMPACT is reviewed by the administrator during the parent assembly. Parents are asked to sign the COMPACTS signifying their commitment to working in partnership with the school and students are asked to sign as well signifying their acceptance of responsibility for their learning and behavior. Each teacher is asked to review the COMPACT again with the students to ensure their understanding of their commitment. The teacher will review his/her responsibilities with their students and sign and keep copies in the 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, the administrator of Little Ridge organizes its ACIP leadership team to review, evaluate and revise its Continuous Improvement Plan for the upcoming year based upon current data in relation to student achievement, survey data from parents, teachers, staff, and students along with current social, technical, and economical trends. Parents serve on the committee as representatives of all parents at large. 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 find 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 be unsatisfactory and the school will submit their concerns to the Central Office at the same time that the ACIP 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.

Little Ridge parents are encouraged to become equal partners at the start of the school year during the annual Open House parent assembly. The administrator encourages parents to become active participants in their child's learning and reviews all expectations and responsibilities aligned in the student-parent-school COMPACT. Current administration has an open-door policy and encourages parents to reach out via phone or in person to discuss concerns or ask questions concerning all facets of their child's education and the role of the school in the community. Parents are encouraged to communicate with teachers throughout the school day using apps such as REMIND and DOJO. Email and phone contact is also encouraged to clarify questions, address discipline issues, and provide support from school to home. Teachers will also provide weekly parent helper letters outlining weekly objectives, topics taught, and supplemental activities and topics for conversation to increase school to home collaboration and improve student academic performance. Technology training sessions for parents are provided virtually and in person throughout the year to acclimate parents with academic programs/curriculum, LMS systems, and digital literacy and citizenship standards and protocols for school device use. Additional trainings in reading and math intervention strategies are provided throughout the school year in person, when permitted, for parents of students performing below grade level. PST, IEP, 504 and EL teams meet with parents throughout the school year to develop individualized learning plans and to review and adjust services. These teams are accessible at all times throughout the school year and meetings can be initiated by the parents.

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.

Administration will stress the importance of parent and school partnerships and provide opportunities to interact with staff and teachers through annual Title I Parent Involvement Night Presentations, annual Back to School Open House Parent Assembly, parent teacher conferences, memberships on ACIP team, volunteering at PTO events, and attending academic, sports, and community-wide programs held at the school. Administration will plan events during and after school to meet the needs of all families and parents. School personnel will be encouraged to contact parents via phone at the start of each school year to make positive contact and show parents they are valuable, equal partners in their child' education.

Administration stresses the importance of family involvement and support during school-wide events and assemblies and thanks parents for their active participation in educating their child.

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.

Little Ridge's ACIP 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. Teachers and guidance counselors will provide weekly and monthly parent helper letters to inform families of the topics and objectives covered during core content instruction and during monthly whole group guidance lessons. Reading and math intervention teachers will send home weekly progress monitoring reports to communicate with parents regarding progress on below grade level skills to fill the gap in learning. Interventionist will also send home hands on activities and simple daily homework assignments to reinforce concepts taught during the school day. Parents are encouraged to read for 30 minutes with their child each evening and review addition, subtraction, multiplication and division facts.

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.

Administration and parent involvement specialist meet regularly to discuss programs and opportunities to engage all parents in participating in their child's education. Activities are aligned to the academic, social, and emotional goals of our students. Surveys are sent to parents inquiring what supports they might need to help them assist their students with academic content. All information regarding school events, meetings, conferences, are sent to parents in their native language to the extent practical and all meetings/programs are presented in English and Spanish when possible. 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.

Little Ridge Intermediate 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 Title I parent survey conducted in September by the Parent Involvement Specialist and surveys sent out at the end of the school year regarding engagement, climate, and culture, we will develop training sessions based on this feedback and information. The parent involvement specialist will work closely with administration to provide training opportunities during school hours and after school hours as needed to increase parent participation in student achievement and learning.

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))

Little Ridge Intermediate School, to the extent practicable, provides opportunities for the participation of parents of limited English proficiency and parents with disabilities. LRIS presently has approximately 200 plus Hispanic students that require English as a second language support and acquisition programs. The majority of their parents speak a dialect or Spanish so All parent notifications are sent to parents of these children in Spanish and English. In addition, there are four bilingual teachers that are present during all open meetings that can assist in communication between teachers and parents. Every effort is made for parents with disabilities to gain quick and ease of access to the building. All entries are handicapped accessible for students and parents.

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

 LRIS Coordination of Resources for the 2021-22 School Year











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 Strategy Map DRAFT copy LRIS 2021-22	Attached is a draft of the ACIP Strategy Map for the 2021-22 school year. Document represents the collaboration between leadership team members and notes taken to make revisions.	<ul style="list-style-type: none"> •
 COMPACT Student/Parent/ School LRIS 2021-22-English		<ul style="list-style-type: none"> •
 COMPACT Student/Parent/ School LRIS 2021-22-Spanish		<ul style="list-style-type: none"> •
 Data Analysis BOY Little Ridge 2021-22	Attached is a Data Meeting presentation following beginning of year benchmark assessment. Data includes grades 3-5 of current year and ACAP data from Spring of 2021. Data was reviewed to develop critical initiatives for the current years ACIP.	<ul style="list-style-type: none"> •
 LRIS ACIP Team Meeting Sign In Sheet 10-07-21		<ul style="list-style-type: none"> •
 LRIS Coordination of Resources for the 2021-22 School Year		<ul style="list-style-type: none"> •
 LRIS Teacher Climate and Culture Survey Results Oct. 2021		<ul style="list-style-type: none"> •
 LRIS Title I Parent Survey Results Fall 2021		<ul style="list-style-type: none"> •
 Parent Climate and Culture Survey Spring 2021		<ul style="list-style-type: none"> •
 Student Climate and Culture Survey Results Spring 2021		<ul style="list-style-type: none"> •

 <p>Student Engagement Survey Results Spring 2021</p>		<ul style="list-style-type: none"> •
 <p>WAES Needs Assessment Data for PD Spring 2021</p>	<p>The attachment is a copy of the WAES Needs Assessment Data regarding professional development needs for the upcoming 2021-22 school year at LRIS. Teachers are WAES completed the survey in the Spring of 2021.</p>	<ul style="list-style-type: none"> •
 <p>WAES Teacher Climate and Culture Survey Results Spring 2021</p>		<ul style="list-style-type: none"> •