



21-22 Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

Eufaula Primary School
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Instructions

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

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

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

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Teachers completed projections and reflections at the end of the year. School wide end of year data was reviewed to identify strengths and weaknesses. The ACIP committee reviewed strategies that were successful as well as those that were not. Beginning the 2021-2022 school year, the ACIP committee reviewed the previous year's strategies and agreed to continue with the previous year's goals and objectives due to loss of in person instruction during the COVID 19 pandemic.

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

The results of the comprehensive needs assessment showed conclusively that strategic intervention is needed to see gains in reading and math. Results also showed a strong need for parent involvement to improve the culture of the school in areas of attendance and behavior. There was a strong need to increase the amount of writing instruction and student practice as well.

3. What conclusions were drawn from the results?

It was concluded that EPS needs to retain the contracted tutors for intervention in reading and math. Attendance will continue to be a focus as the Attendance Matters guidelines are carried out. Behavior will be monitored as a school wide matrix, along with the implementation of CHAMPS behavior system. Writing instruction and practice was seen as an area of growth for all grade levels. Teachers agree that consistency with programs will help to provide stability and growth in instructional practice. More in-depth discussions about reading and math data are needed in order to tailor intervention to more specific needs of students.

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

Parents are, for the most part, very pleased with Eufaula Primary School as far as communication is concerned. They feel like their children are safe and taken care of. There is more concern as far as academics in reading and math achievement. Parents do not have a clear understanding of assessments and grading or ways to help improve academic success. Concerning demographic data, Eufaula Primary School is dealing with a great deal of poverty which in turn effects academics, behavior, and attendance.

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

School goals are based on needs found in the needs assessment addressing math and reading achievement, attendance, behavior, and language.

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

The goals are data specific to assessments that are given at Eufaula Primary School. Assessments are given three times each year (beginning, middle and end) in order to be able to monitor progress. Assessments being used for the current school year are: ACAP (given at end of year), NWEA Map, and Alakids (given at beginning of year).

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

Goals will focus on growth of all student populations. Strategies are defined to be all inclusive of all of the populations that attend Eufaula Primary School. Data is communicated to all parents and stakeholders in the language in which they speak. Data meetings are held to address the growth and success of all students including those who are disadvantaged.

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.

Eufaula Primary School utilizes many instructional strategies that strengthen the academic program in the school. Full time instructional coaches train teachers and offer assistance in reading and math. Regular professional development takes place to ensure that teachers are familiar with and are using best practices in the classroom. An explicit, systematic reading program has been purchased with added training, coaching, and feedback. A new math program is being implemented with support of training coaching, and feedback. Designated times have been set aside weekly for strategic planning for reading. Reading and math blocks are built into the schedule as well as designated intervention/extension blocks. This block of time allows teachers to focus on individual needs through small group instruction using an explicit, systematic intervention program for math and reading. Grade levels plan and attend field trips that enhance instruction of the standards. Local programs are invited to come to EPS to provide literary enhancement to our fine arts program for

all students. All students receive art and music weekly. A certified gifted teacher implements Child-Find in order to identify students who are gifted and talented.

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.)

Eufaula Primary School uses the Response to Instruction plan implementing a school based problem solving team. Teachers refer students based on data (behavior, academic, or attendance) to the PST for strategies to improve in these areas. Continuous progress monitoring takes place. Data is reviewed on a regular basis. Parents are informed of the process and kept up to date through various communication. Intervention could include academic interventions for those students who are not succeeding in reading or math. It could also include involving various mental health services for those with behavioral or emotional needs. Students could possibly be tested for further services if identified. Students receive instruction at their instructional level based on data. Teachers provide a systematic, explicit program in reading and/or math to meet the individual needs of the students. A more detailed plan has been put in place for all second grade students to better identify students who are gifted and talented.

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 are offered extended day services through a 21st Century program after school from 3:30 until 5:30. Certified teachers are available to assist students with homework and extension activity. Funds from the 21st Century CCLC Grant are used

for salary and benefits for staff and bus drivers, materials and supplies for the program including transportation costs. Also included is professional development, an external evaluator, and EZ reports data management system. EPS also offers a summer learning program to continue to help bridge the gaps in learning resulting from the Covid-19 pandemic. Transportation for summer learning is available for students.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All students at Eufaula Primary School are provided the same equal opportunities for education. All students' various needs are met by reviewing assessment data, finding areas of need, and teaching to those areas. Multiple resources are provided for students in order for them to be successful. EL students have an EL coach in the building that assists with communication, instruction, and monitoring of needs of students. Professional development is also provided to give suggestions of instructional strategies that can help these students be successful. Economically disadvantaged students are provided any needed school supplies. All students receive free lunch and breakfast each day. Private community groups provide food bags for identified students of need to take home on the weekends. These students are identified by the school counselor and/or teachers and administration. Neglected, delinquent, and/or homeless students are supplemented through Title 1, Title 3, and Title 5 funding to address and support their needs. They are not stigmatized or isolated in any way. All procedures and protocol are followed to ensure identification of students in order to meet their needs academically and socially and to make enrollment as easy as possible.

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.

Academic student achievement results are translated into a language the parents can understand. Parent conferences are held with the classroom teacher along with a translator or use of the school's language line.

6. What is the school's teacher turnover rate for this school year?
Eufaula Primary School had a turnover rate of fifteen teachers. Four teachers relocated within the system. Nine teachers relocated and moved. Two teachers retired. Our assistant principal was promoted to principal and an AP from the high school moved to EPS. EPS also added a full time math coach.

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

33% of EPS teachers have a Bachelors degree, 51% have earned their Masters degree, 4% have their Sixth Year, and 9% have completed their EDS. We have one teacher working to complete her Bachelors degree in May of 2022. EPS teachers have the following years of teaching experience: 0-1 Year completed 20%, 2-5 years 11%, 6-10 years 11%, 11-15 years 7%, 16-20 years 22%, and 20+ years 29% We have four provisional teachers working toward certification.

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)?

Eufaula Primary School utilizes strong veteran teachers to support new teachers. Funding is used to provide needed professional development. Common planning times are provided for teachers in order to support them in understanding the curriculum. Administrative support in handling discipline issues along with a consistent, strong discipline plan is implemented for teachers to be able to instruct students with little to no interruptions. New teachers are provided a mentor for their first year of teaching.

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

All professional development is based on areas that are weak in the data. Assessments are sub categorized by areas of learning which makes it more manageable to plan professional development opportunities in reading and math. The math and reading instructional coaches provide much of the professional development based on the needs seen in the data. Observations and walk throughs take place in classrooms where data shows areas of strength or weakness to identify instructional practice that can increase student achievement or positive behaviors.

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

With the continued implementation of our reading program, and the introduction of a new math program, teachers and administrators have been provided professional development on the implementation of both. Additional professional development has been provided for the existing programs in place for those who need it. Several teachers will continue LETRS training to become more knowledgeable of phonemic awareness and phonics. New teachers are provided the opportunity to observe in veteran teachers' classrooms to see quality instruction followed by a time of reflection and planning with the veteran teacher and the instructional coach.

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.

New teacher meetings (either in-person or virtually) begin in the summer prior to the school year with basic back to school information given. Each new teacher has a mentor teacher. They have been paired together for lesson planning purposes during the school day. Regular meetings take place including the instructional coaches and administrators, when needed. Observations are scheduled for new teachers to observe veteran teachers implementing best practices concerning math, reading, and behavior strategies.

12. Describe how all professional development is "sustained and ongoing." Professional development is followed up by observations by administration as well as peer observations. "Look-fors" are set based on the professional development that has taken place. Teachers receive timely feedback on the observation. Additional professional development is presented as the data suggests from the observations as well as the needs assessments. Grade level or subject level professional development is provided and is on-going throughout the school year with support from instructional partners such as AMSTI, Benchmark Literacy, Alabama Reading Initiative, Big Ideas Math as well as professional development provided by local experts. We also have a NWEA consultant that will work with administrators and teachers several times throughout the year to assess MAP scores and growth.

13. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Vertical articulation meetings are held for teachers to discuss instructional practice and curriculum. Kindergarten meets with Pre-K to determine transitional needs and opportunities. Pre-K visits Eufaula Primary School to aid in the transition of moving to a new school facility. Second grade students visit Eufaula Elementary School in the same fashion to assist in the transition. Eufaula Primary School's Problem Solving Team meets with the Problem Solving Team at Eufaula Elementary School to discuss academic, behavioral, and emotional needs of students that are transitioning to third grade. Counselors and special education teachers meet to discuss students with plans and determine strategies to help transition them as well.

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?

The ACIP committee meets to review the data from the spring assessments to determine if the strategies set in place were effective. The data is disaggregated to find areas of strength and areas for growth. Strategies are revisited for adjustments based on data. Strategies are also reviewed monthly as data meetings take place and data is reviewed.

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?

In the spring of the school year, the building leadership team meets to conduct a reflection and projection of strategies based on grade level input. Data meetings are held quarterly and student achievement is monitored. Instructional changes are made through the Response to Instruction process through the school's problem solving team.

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

The building leadership team meets monthly. The school improvement plan is discussed at each meeting. The committee members reflect on the strategies and practice and make adjustments based on data.

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.

State programs that are consolidated/coordinated in the school-wide program are: Alabama Math Science Technology Initiative, and Alabama Reading Initiative, and AMSTI. Federal programs may include, but not limited to: Title I, Part A; Title I, School Improvement; Title II; Title IV, Part A; Title IV, Part B; Title V, Eufaula Primary School currently has 1 teachers that are paid for by federal funds. Local programs: n/a

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The school guidance counselor provides programs that assist with the prevention of bullying and building good character. In addition they monitor the mental wellness of students and are able to refer to local agencies. The Attendance Matters initiative, provided by the Alabama State Department of Education, ensures that the importance of school attendance is communicated to all parents, teachers, and students. Eufaula City Schools provides free breakfast and lunch to all students. Free meals are offered during the summer weeks. Head Start is provided at the Early Learning Center of Eufaula City Schools to provide the opportunity for three and four year old students to expose them to a literacy rich environment. Eufaula City Schools has a Pre-K program that includes 7 state funded classes of four year olds. The program is funded by the Office of School Readiness.

ACIP Assurances

Instructions:

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

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

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

YES

NO

N/A

ATTACHMENTS

Attachment Name



Signature Page 10-5-21

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))

In the first month of school, parents are invited to attend the annual Title 1 meeting. A system-wide Power Point is presented that clearly explains the Title 1 requirements including the 1% set-aside and parents' rights. Due to Covid 19, parents were unable to attend a face to face meeting on campus. A video that explained the power point was sent out to parents through teachers' Remind communication. Attendance was provided by teachers as to how many parents received and watched the video.

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.

Parent meetings will be held each month. Parents will be informed of the parent/family engagement meeting through a monthly calendar, a call out from the school, and the school Remind app. Teachers will make parents aware through classroom Remind app.

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).

Family members are asked to be involved in the Title 1 process at the annual Title 1 parent night. In addition, several family members are chosen to serve on the committee. They are invited to attend meetings throughout the year and provide input and suggestions for the school improvement plan. Parent/family surveys take place annually in order for family members to give input on the types of workshops they are interested in.

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

Parenting funds are utilized to provide materials and supplies for workshops. The materials and supplies are used to provide hands-on take away materials that parents and family members can use at home to engage with the child and help them become better students. Parents are provided clear explanation of how to use the materials along with written directions. Activities could focus on academics, attendance, or behavior.

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))

Eufaula Primary School communicates with parents using the school marquee, newsletters, parent calendar, student behavior calendar, fliers, handouts and call outs about upcoming events. Handouts are provided to parents that explain workshop material. All communication is provided in a language they understand. EPS provides the opportunity for parent conferences each fall for every student. Additional conferences may be held at the request of the parent, teacher, or administrator.

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

The School/Parent Compact is reviewed and updated each year with input from the school leadership team, administration, and parents. The School/Parent Compact is printed and provided to all parents. It states responsibilities of the student, the parent/guardian, the teacher, and the principal. The compact is reviewed with parents at the annual Title 1 meeting in August./September (due to late school start date because of COVID 19).

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

Parents are able to express opinions of dissatisfaction with the Continuous Improvement Plan in the following ways: written communication to school, verbal communication with school personnel, written or verbal communication with the Eufaula City Schools' parent liaison.

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.

Parents/Family will be given the opportunity to attend monthly workshops to encourage engagement that will include math, reading, attendance, and behavior information. Parents will be provided assistance to help their child academically while building ties between the home and school.

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.

Eufaula Primary School builds capacity for parental involvement through educating teachers and other staff in areas of communicating with parents in a timely fashion where parents feel valued and listened to. Parents are provided monthly calendars with all upcoming events. Teachers also send a nightly folder home to parents communicating student behavior for the day. The school and individual teachers set up communication through devices to inform and communicate with parents. Call outs using telephone services are done for mass messages to all parents as needed.

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.

Eufaula Primary School houses a Parenting Center that parents/guardians can utilize for various reasons. It can be school related or personal reasons (applying for a job, enroll in on-line courses, etc).

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.

Parents are provided all written information in a language they understand (newsletters, calendars, fliers). Translators are provided for group meetings, family/parent nights, and workshops.

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.

Parent surveys and suggestions are taken into consideration for scheduling and providing parental involvement activities. They are encouraged to serve on school wide and district-wide committees.

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))

All necessary/required school documents are provided in a language such parents understand. Other information (workshops, behavior calendars, parent calendars) is also translated. Our system employs three EL coaches as well as support staff, that assist with communicating with parents. Translators are provided for group meetings, conferences, and workshops. The resource of a language line is available to communicate in a language the parents understand.

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



 EPS Coordination of Resources 2021-2022

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)
 EPS Coordination of Resources 2021-2022	2021-2022 use of Title 1 funds	•
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