



Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Title 1 Schoolwide Diagnostic for ACIP 2023-2024

C. A. Donehoo Elementary School
Earnest Calloway

1109 East Broad Street
Gadsden, Alabama, 35903
United States of America

Table of Contents

Instructions	3
2023-24 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.

2023-24 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

In August and September of 2023, the professional development team and school leadership team that included parents, school stakeholders (reading/math teachers, counselor and administrator) began by discussing and reviewing local academic data, attendance data, discipline data [SIR], mental health referrals, McKinney Vento data, ML data, survey data, Educate Alabama teacher performance data, RTI data, technology plans, professional development, progress monitoring data, evidence based programs, and resources available. The parents and staff met in person, via zoom or Google classroom to gather/provide input on areas that have been mastered in each grade level and areas that will need improvement. By reviewing longitudinal data trends, as well as meeting vertically, the teachers could offer areas of deficiency and strengths to help develop the plan. In October, the leadership team convened to finalize suggestions for instructional strategies, professional development strategies and budget requirements to complete the CIP plan. The School Leadership Team members will meet in March 18, 2024 to analyze data, formulate and reflect on past and current goals and to further analyze data comparisons from the virtual versus face to face instruction. The team looked for data trends and then identified areas of focus and areas of strengths within our school. Administrator met with our curriculum leadership team within our school to share our findings. We discussed strategies that may have contributed to our successes and various sources that will help promote student success in areas of weakness including Guided Reading, Really Great Reading, Take Flight , I ready programs school-wide PD for GR with model classrooms and lessons, individualized small group instruction based upon ACAP and DIBELS results. Data from, I READY, STAR Reading and Math, DIBELS and observations were analyzed to determine the needs of the students. Teachers completed self- assessments to assign indicators in the PLP in the Evaluation System. A parent survey link was given to the parents for their input. Teacher surveys were analyzed to find ways to improve school culture and plan professional development. All groups acknowledged the current circumstances as related to the COVID pandemic. This year ACAP and Literacy Act will be active for the 3rd grade retention portion of the Alabama Literacy Act.

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

The results of the comprehensive needs assessment revealed that our needs are still focusing on the areas of teaching and learning and professionalism. The results of the comprehensive needs assessment revealed that our needs are focused on the areas of teaching and learning to increase the number and percentage of students achieving proficiency or mastering of standards in reading and math. We will also engage in professional development to help our students achieve in a traditional setting to improve our professionalism. The ACCESS data revealed the need to continue to increase the number and percentage of students reaching

English language proficiency. Teacher effectiveness data revealed that teachers require, and express an interest in, pursuing continued professional development in the areas of writing, math numeracy, using technology resources and facilitating learners' individual and collaborative use of technology and self-assessment of their technological proficiency. Teacher survey results revealed a need for professional development in communicating and working with all parents and especially EL parents and EL students. Professional development in reading, writing, math and vocabulary strategies for all students is a need. Teachers also see a need for additional strategies to implement our school-wide discipline plan and to strategies to address the social and emotional needs of our students. In the area of budget planning, staff members see a need for additional technology equipment and instructional support and a need for more Chromebooks, Viewsonic boards, and replace/upgrade existing technology equipment.

3. What conclusions were drawn from the results?

The following goals were drafted as a result of the conclusions of the Needs

Assessment: 1. Engagement and empowerment of learners through technology 2. Professional development throughout the school year in teaching and learning methodology for all students 3. Increase in the number and percentage of student mathematical proficiency 4. Increase in the number and percentage of student reading proficiency 5. Continuance of EL students' adequate progress in language acquisition 6. Technology professional development for teachers throughout the school year 7. Preparation and Supporting teachers and leaders in the area of classroom instruction 8. Professional development in communication with parents 9. Increase in student participation in after-school learning activities. 10. Provided social worker/counselor to help with social emotion issues in the classroom.

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

As a result of analyzing the data, programs, staff and surveys, it was determined that the majority of students at Donehoo Elementary scored in the non-proficient range in both reading and math and struggle to apply basic reading comprehension, and vocabulary strategies to understand informational text and lack the fact fluency needed to solve basic math computations. Teachers need additional support in teaching and addressing the needs of special populations such as EL, students with special needs, gifted, and economically disadvantaged, as well as more training in vertically aligning the curriculum with an emphasis on standards mastery and its connection to student achievement. Additional support is needed to aid teachers in examining student data to drive instruction, and to develop explicit small group teaching strategies to address individual student needs. EL students need additional support in core reading with fluency and comprehension along with daily language acquisition in a sheltered setting and writing practice. More collaboration time is needed between the content teachers

and the EL resource staff so that each staff member understands how to interpret the ACCESS test data and incorporate the WIDA standards into the curriculum.

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

The needs assessment is what drives our instruction objectives, strategies, and activities which are included in the yearly ACIP. Our continuous improvement goals for Donehoo Elementary will be to focus on increasing the proficiency level of all students in the areas of reading, science, and math. This will be achieved by administering benchmark and standards mastery assessments, analyzing the individual student data to drive daily whole group, small group and intervention groups, vertically aligning the curriculum to standards across grades K-5, ensuring strategic teaching and learning, and providing tiered instructional support to struggling students.

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

The goals were designed using the various types of data that resulted in the needs of the school. Based on perception surveys, student achievement data, teacher qualitative data, Parent input, leadership team input and faculty and staff survey data, current goals were formulated with critical initiatives and action steps to help guide the school improvement process.

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

Goals are created to meet the needs of all students at Donehoo Elementary School. Special recognition is given to disadvantaged students in meeting their needs, supplementing the existing curriculum offerings with directed funding in the areas of intervention and technology. Services for children with limited English proficiency, children with disabilities, and McKinney Vento [Homeless] children provided in order to increase the program's effectiveness, eliminate duplications, and reduce fragmentation of the instructional program. The core ESL Program is provided by the regular classroom teacher. Supplemental assistance is provided in English Language acquisition by pullout and in-class, tutoring and through monitoring as needed by the EL Teacher. Students participate in regular education programs and extracurricular activities as all students do without any barriers. Additional supports are provided for these students through Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Children will have the opportunity to participate in activities that will enhance their English skills. Special education students can receive services provided through the school-wide program in addition to special education services. Homeless children receive services through district programs and homeless liaison. In addition, all homeless children are eligible for assistance through the district homeless grant. Services provided will include provisions for education, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing, and personal items. The individual

school advisory committees will specifically attempt to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above. Gadsden City Schools ensure that information related to the school parent program, meetings, and other activities are sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and in a language the parent can understand. Every effort will be made to communicate with parents in their primary language. Every student in grades K-5 are given an assessment. Students in kindergarten through grade three are each administered the DIBELS three times annually. Every student takes a STAR Reading and Math test three times a year, or more if needed for progress monitoring purposes. For early non-readers the STAR Early-Literacy test is given. All students are using various programs, for which the teacher monitors the appropriate level of instruction, including Stride Academy. Students may also participate in the

Accelerated Reader program. The state assessment test is administered to the third, fourth and fifth grade students. ML students are given the ACCESS. In addition, each teacher gives teacher-made tests and textbook unit tests for classroom assessment. Grades K-5 will follow SAVVAS Envision lessons and administer monthly tests that cover the skills that have been taught for the month and are provided with data from all of these assessments. They meet in grade level meetings and faculty meetings in which all the data is discussed. The Board of Education has developed charts of testing data that compares the most recent tests with the test from the previous year and a useful sandbox of our students to show our kids' scores. The team will meet and present each grade with the graphs/charts. From this meeting each teacher will discuss and will be asked to look at strengths and weaknesses to ensure that weak areas are being covered sufficiently before the upcoming spring assessments. Teachers will involve parents in conferences and discussions about their child's progress. Testing data is evaluated by the RTI Team when a student is referred. Teacher representation and input is included on the schools' budget committees, textbook selection committees, and school calendar committees.

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.

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Instructional strategies at DES include closed reading, cooperative learning, hands-on learning activities, scaffolding, group instruction, self-assessment, thematic instruction, small group intervention and word walls. Identify and Address Student

Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps. Classroom and resource teachers will continually review formative data including Star Enterprise and DIBELS results to adjust ongoing instruction. Teachers will also analyze summative data from classroom assessments to determine students' proficiency in mastering the week's objectives/curriculum standards. Teachers are implementing the evidence researched based SPIRE, I Ready, Flashlight 360, Classwork, Lexia, Heggerty, USA Test Prep, STAR, IXL, eSpark program, Reflex program, Formative Assessment, Waterford and the 21st CCLC After School programs, as well as hands on learning strategies to all students during core instruction.

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.)

Training - Teachers at C. A. Donehoo will be offered professional development opportunities in a variety of formats and venues. Category: Develop/Implement Professional Learning and Support Research Cited: ASSIST Teacher Technology Survey, Classworks training, MyON Training, Ellevations training 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. Goal 1: Students will improve their Math Proficiency Activity Social workers are provided to help the social and emotionally develop of students that are struggling with academic and socioeconomic issues.

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.**

Donehoo provides tutoring for academically needy students who experience difficulty mastering our school goals and will be provided timely, effective, and additional instructional assistance. This will be accomplished by: -Review of weekly test grades - Teacher review of student permanent records, previous test results, and any other pertinent information which would help the teacher to determine student strengths and weaknesses. - Utilizing the instructional coach. - Volunteers to read with and to students. - and nine-week assessments, and DIBELS will be reviewed monthly and interventions will be planned based on each student's needs. - Providing daily small group instruction and intervention for students experiencing difficulty mastering standards. - Progress monitoring students in a timely manner based upon DIBELS benchmark assessments. - Conduct data meetings and grade level meetings to review data and discuss strategies that would lead to students mastering standards and make changes to instruction as needed. - Classroom and intervention teachers use of Scott-Foreman and Stride Academy. - Encouraging parental involvement through school conferences, telephone calls, notes home, progress reports, weekly papers sent home, school's website, Facebook, School media/video, etc. - The existence of the Extended Day Guided Enrichment (EDGE) program.

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 Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and /or Delinquent and Homeless students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. These students are provided with the opportunity to meet the same challenging state content and state performance standards to which all students are held without being stigmatized or isolated. All students have access to all services and programs available, including free/reduced lunch, Title I services, EL services, Special Education services and counseling services. The School works in cooperation with the Etowah County DHR, Family Success Center, C.A.R.E.S. and various local churches and other community resources to provide students with necessary school supplies, food, clothing and shelter. All LEP students are identified upon enrollment through a Home Language Survey. They are tested using the (W-APT) to determine eligibility. If the parents or guardians agree to services, then the student is provided support by an EL teacher. Parents receive all updates and important school documents in a language they can understand. The academic progress of each student is assessed every 4 weeks by the EL teacher. Students are tested annually on the ACCESS test to gain data of Language development. EL students who score 4.8 on ACCESS exit the program and are monitored for 2 years to ensure success. Homeless students are identified upon enrollment by the parent identifying themselves as residing in a shelter or living with another family on a Survey. These students are referred to the school counselor and Homeless Liaison. These students are guaranteed access to the

same services and programs as other students and all supplies and personal needs will be met so there will not be any barriers for the student. Special Education services are provided by the district and appropriate procedures in accordance with federal and state laws and regulations. The schools utilize a Response to Intervention team to identify students who are at risk both academically and behaviorally. The RTI team considers each student carefully to determine the need for referral for special ed testing. Once a student is referred for testing, parents are notified for permission to test. An IEP team convenes to determine eligibility for services and develop the IEP. The goal of the Special Ed. Program is to educate the student in the least restrictive environment 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.

Donehoo Elementary will provide whenever possible written communication that the parents can understand, or provide a person who can speak the parent's native language to facilitate understanding. School information is provided to parents in a

language that they can understand through interpreters or in forms/letters in the home language. Students are monitored in instruction and assessment and are provided accommodations by district personnel who also assist core teachers and EL students in the classroom. Pull-out sessions with the Activity - Five Week and

Nine Week Progress Monitoring Activity Type Begin Date End Date Funding Amount & Source Staff Responsible After each Interim assessment (benchmark) has been administered (end of 5 week grading period and 9 weeks grading period), the EL teacher will collaborate with classroom teachers during grade level meetings to adjust/amend goals based on students' progress. Academic Support Program \$0 - No Funding Required EL Teacher, Translator/Paraprofessional, Classroom Teachers Activity - Scheduling Goal Setting meetings Activity During September, the ELL and classroom teachers schedule student goal setting meeting to review and analyze each ELs comprehensive data using the student goals setting forms. Academic Support Program

Parents receive information concerning student progress and school programs through regular progress reports, report cards, parent conferences, newsletters, parent days, PSTO meetings, and other parent meetings. Children targeted by the Problem Solving Team receive monthly reports concerning interventions and progress. In carrying out the Title I , Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand. EL parents have access to the district liaison. DES uses TransAct to translate materials in other

languages. The ELL liaison is available for meetings and to translate communications to the home.

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

The school's teacher turnover rate for this school year is 15%. Donehoo Elementary 2023-24 has had 3 new teachers

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

There are 24 emergency or certified persons on staff. We have 6 teachers that have been teaching for 3 years or less. The remaining teachers on staff have at least 4 years of experience. Several teachers are Provisional or Emergency Certified (one Kindergarten, and two in 3th grade two in 4th grade, one 1st Grade) and four in their second year teaching. All staff has a Bachelor or Master Degree teachers . The remaining staff members have been in education for at least 3 years or more.

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)?

Provide surveys to teachers and staff that will help with improving input on what could help decrease the turnover rate, retention and recruitment.

There were some transfers to other schools and a retirement which brought on new hires. However, the district Personnel director does visit JSU recruitment days for teacher prospects. We have student teachers to try and recruit teachers into the district after graduation. We try to retain our teachers by supporting them with PD, supportive administration and materials and supplies needed in order to reach our goals.

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

The professional development opportunities for teachers, principals, paraprofessionals, and other staff are provided in the areas of reading, math, technology and test improvement based on formative assessment data. Some examples of professional development offered by the local school board are: Webinar Wednesdays, Google Classroom, STAR Enterprise Assessment, EL strategies, IXL training, OG , LETRS, AMSTI training and Stride Academy, Open Court, PowerSchool, and others that are needed. Data from academic assessments are used to determine areas of focus in which specific professional development activities would be beneficial to improving instructional strategies.

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

The district pays for staff to provide professional development in the areas of reading, math, technology and test improvement. For in house professional development, C. A. Donehoo will be focusing on integrating technology into the curriculum, and disaggregating and disseminating data.

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.

The new teachers are provided a teacher mentor per grade level. The teacher mentor attends training sessions that will provide the new teacher with a wealth of information on strategies for classroom management, keeping records, school and board policies and other vital school information. The mentor and men-tee meet on a regular basis and log is kept on each meeting. The principal assists the mentor and mentee with scheduling, training sessions and district forms that need clarification.

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

6. The professional development is sustained and ongoing through onsite and offsite trainings, observations and logs. Professional development is also "sustained and ongoing" by turn-around training provided by teachers who attended professional development opportunities. Ongoing professional development is also demonstrated through each teacher's Professional Learning Plan in Teach Alabama. The LEA will sometimes provide a recorded version of the PD and new teachers will watch these videos for support with new programs and teachers who feel there is a deficit in certain areas can be encouraged to watch the PD video to gain support.

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.

Provide OSR(PRE-K) to move students to Kindergarten and provide programs and events that to help transition students to middle school. Middle School provides opportunities for 5th grade students to learning valuable knowledge to help them integrate and acclimate to the Middle School environment (several visits and Programs)

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)

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Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Teachers are active participants in the analysis of data to improve the academic achievement for all students. The Northwest Evaluation STAR test, I READY are administered three times per year: fall, winter, and spring. Following each STAR administration, all teachers analyze the data they receive and create action plans for student intervention. Teachers also analyze USA Test Prep results and school-based assessments. Based on this analysis, they adjust their instruction and differentiate to best meet student needs. Teachers gather more data with each assessment and adjust their instruction as needed. In addition, teachers regularly participate in training to better analyze data, differentiate instruction accordingly, and determine appropriate classroom-based interventions.

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?

Teachers have significant input into school-based academic assessments. Each grade level has shared planning time and is expected to spend a minimum of one day each week reviewing student needs, developing instructional strategies to address those needs, and assessments to ensure needs are met. Additionally, teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively to identify what specific knowledge or skills students need to know and how they will determine when such learning has taken place. Additionally, the school's administration surveys teachers on an annual basis to solicit feedback, including feedback on the school's academic assessments.

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?

Teacher meetings Parent meetings Student meetings Parent Surveys Teacher Surveys

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.

The Gadsden City Board of Education will coordinate and integrate educational services with the following programs and agencies. Cooperatively working together in ensuring that all plans, goals, and objectives are communicated to all staff responsible for programs' fiscal responsibility that ensures compliance with state and federal regulations. Coordination of appropriate services with Homeless in order to provide resources to families who are by definition homeless. Services may include materials, supplies, health care, and tutoring. Coordination of appropriate services with English as a Second Language by providing staff to translate forms and materials, provide help to Hispanic families by providing services, when needed and providing tutorial services for children. Coordination of services with Head Start in order to provide referrals to Gadsden City Special Needs Program. Gadsden City School system provides Preschool Special Needs services and Speech Language services to Gadsden City students that attend Head Start and who qualify for special education. Coordination of services with Gadsden City Child Nutrition Program to provide nutritional food service to the children of Gadsden City. Coordination of services with Gadsden City Special Education in order to meet the needs of all Gadsden City Students by providing vision, hearing, speech, and academic assessment screening and testing to students referred to Special Education and by providing services to all students who qualify under Alabama Administrative Code. Services provided are supplemental education, medical, academic assistance, clothing, and referral to appropriate agencies. Coordination of services with the Gadsden City Schools At-Risk program by providing referrals for children who need alternative education. Coordination with Title II Professional Learning Program to assist with staff training and with other technology-based programs. Coordination with the district technology Director and other technology specialists to ensure that technology is integrated across the curriculum. Coordination with the Gadsden City Continuous Improvement Leadership Team to ensure that all Title I schools have continuous monitoring and technical assistance. Administrators, staff, and parents personally involved with early childhood development, vocational development, special needs and disabilities, and student welfare are instrumental in developing the local educational master plan for instruction. A similar grouping is instrumental in the development of each school's individual school wide plan. Some Title I resources are used to supplement support for children with Limited English Proficiency, children with disabilities, migratory children, neglected and delinquent youth. Collaboration with home visitation, family literacy, and EL staff ensures that duplication and fragmentation is eliminated. Special services are also provided through extended day and extended year programs. Children with special needs receive supplemental assistance through Title I by removing any reasonable obstacles that inhibit full inclusion with Title I activities. This process is

accomplished through consultation with non-Title I personnel best able to assess the needs of Title 1 children with special needs. Additional Title I support is made available through set aside resources for eligible children when other means of support have been exhausted. Through collaboration with special needs

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V)) programs, all buses have communication radios to ensure the safe transportation of students during extended time activities. The system has purchased IX and Freckle software for math and reading. MyOn and Heggerty is used to enhance student learning and to provide additional practice on specific skills. Sound Sensible/S.P.I.R.E. has been purchased for reading intervention. Research-based reading and math programs, AMSTI and ARI reading strategies are used to increase student achievement.

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).

After School Tutoring, 21 Century Program Housing Tutoring 1 to 1 Technology

Computer Based Programs IXL, STAR, Waterford. The Family Success Center develops a partnership with the school to help parents and students with several programs to improve family growth and interaction.

Preschool programs including First Class Office of School Readiness classrooms will be implemented to support the transition of students from the programs into local elementary school programs. All preschools are partnered with one of our elementary schools in order to transition students from Pre K to Kindergarten in an easy manner. The preschool students interact with elementary school services such as participating in organized school events such as assemblies, pep rallies, school plays, daily participation in the Child Nutrition Program and frequent visits to the school library and school computer labs. Visiting Kindergarten classrooms and meeting Kindergarten teachers is arranged at the end of the school year for Pre K parents and students. A special needs preschool (IDEA) exists and also carries these same services. Preschool teachers and Home Visitation staff, and Kindergarten teachers meet periodically to communicate observations from Home visitation staff and Pre K teachers, curriculum information for improved transition as well as conversations regarding early childhood readiness skills needed to be successful in Kindergarten. Ongoing parent conferences occur in our Pre K classrooms throughout the year to Prepare Pre K parents for Kindergarten expectations. Gadsden City School District uses state and federal funds to provide preschool to children who are four years old in each feeder pattern. This preschool program is designed to provide students an opportunity to become familiar with their learning environment as well as receive an introduction to readiness activities. Parents are provided workshops and strategies that they can use with their own children to prepare them for the school setting. The High Scope Preschool Curriculum, a scientifically researched-based program is utilized in the preschool program.

Through designated key experiences for children, teaching and parent strategies and child observation materials, the curriculum provides a decision-making framework. Educational experiences are planned and designed to facilitate children's construction of concepts, development of skills, and engagement in the learning process. The scientifically research-based curriculum is developmentally appropriate and implemented with attention to needs, interests, abilities, learning styles, and developmental levels of individual children. The system also provides a full range of services to special needs children ages 3-5 in both private, church-based childcare centers and other community settings. A Developmental Delayed certified teacher and Speech Language Pathologist provide services in order to meet the needs of preschool need children in Gadsden City. The Parents as Teacher preschool program through the Gadsden City Home Visitation Program are also available to children who qualify for both of these programs. Both of these programs provide a developmentally appropriate approach to children aged 3 to 4. Parents of all children, particularly parents of at-risk children, have equal opportunity to enroll their children in the preschool program, including the classrooms supported by the Office of School Readiness funds. No barriers exist to enrollment in the preschool program. Gadsden City Schools reach for parents, particularly parents of English Learners and all other Title I children by distributing fliers across Gadsden City through local agencies, doctors' offices, dental offices, the Etowah County Health Department and at businesses across the county. Fliers are sent home with every student in Gadsden City Schools announcing the preschool enrollment period. Fliers are translated into Spanish as well. Advertisements announcing enrollment dates are run in area newspapers and events such as assemblies, pep rallies, school plays, daily participation in the Child Nutrition Program and frequent visits to the school library and school computer labs. Visiting Kindergarten classrooms and meeting Kindergarten teachers is arranged at the end of the school year for Pre K parents and students. A special needs preschool (IDEA) exists and also carries these same services. Preschool teachers and Home Visitation staff, and Kindergarten teachers meet periodically to communicate observations from Home visitation staff and Pre K teachers, curriculum information for improved transition as well as conversations regarding early childhood readiness skills needed to be successful in Kindergarten. Ongoing parent conferences occur in our Pre K classrooms throughout the year to Prepare Pre K parents for Kindergarten expectations. Gadsden City School District uses state and federal funds to provide preschool to children who are four years old in each feeder pattern. This preschool program is designed to provide students an opportunity to become familiar with their learning environment as well as receive an introduction to readiness activities. Parents are provided workshops and strategies that they can use with their own children to prepare them for the school setting. The High Scope Preschool Curriculum, a scientifically researched-based program is utilized in the preschool program. Through designated key experiences for children, teaching and parent strategies and child observation materials, the curriculum provides a decision-making framework. Educational experiences are planned and designed to facilitate children's construction of concepts, development of skills, and engagement in the learning process. The scientifically research-based curriculum is developmentally appropriate and implemented with attention to needs, interests, abilities, learning styles, and developmental levels of individual children. The system also provides a full range of services to special needs children ages 3-5 in both private, church-based childcare centers and other community settings. A Developmental Delayed

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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.



☐ NO

☐ N/A

ATTACHMENTS

Attachment Name



Leadership Committee

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.



☐ 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.



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

☐ 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))

On Aug 31, 2023 a meeting was held to explain to the parents what it means to be a Title I school. During the meeting, the parents were informed of the 1% set aside money and how the parents can be involved. We discussed how parents can be involved in the process and how they can be part of the decision making team regarding the 1% set aside for both the school level activities as well as system-wide initiatives. Parents are asked for input and areas of concern. Parents are also invited to participate in the spring Title I planning meeting. Explain what participation in Title I means for the school and include: Parental Involvement Policy/Plan, the School Parental Involvement Policy/Plan, and the School-Parent Compact. Involve parents and family members in jointly developing the LEA plan under ESSA Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of ESSA Section 1111(d). provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs; conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served with Title I, Part A funds, including identifying — barriers to greater participation by parents in activities authorized by ESSA Section 1116 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions; use the findings of such evaluation in ESSA Section 1116(a)(2)(D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in ESSA Section 1116; and involve parents in the activities of the schools served with Title I, Part A funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement

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.

Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved; Offer a flexible number of meetings, 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; Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; Provide parents of participating children: Timely information about programs under Title I, Part A; A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible; If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

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).

There is an open invitation to anyone who would like to be a part of the decision making process regarding the Title I program. Those interested are invited to sign up at our Title I annual meeting at the beginning of the year. Surveys are also used for input. Parental Involvement meetings will be held at various times and days throughout the school year. The school will schedule the annual meeting to inform parents of our Title I participation. A variety of days of activities for moms and dads with the goal being to increase participation we try to offer a variety of reasons to come to the school. Some of these activities will include the entire school and are flexible as today and night functions. Parents are asked to serve on a Parent Advisory Committee. Parents will have an opportunity for input on the allocated funds by survey. A meeting will be held three times a year to discuss the plans in the CIP and how the school is reaching the goals stated Parents are asked for input at the Annual Title I meeting and asked about their areas of concern. Parents are also invited to participate in the spring Title I planning meeting. Parents are given

surveys to complete and address concerns or offer suggestions for school wide decisions.

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

Funds for parental involvement are being used by the school to provide communications to the parent pertaining to school events, meetings and other important information. Funds are also used for the Parent Teacher Resource Center which represents all of Gadsden City Title I Schools. Parents are allowed to go and receive materials to supplement lessons for their child. We have allocated Parental Involvement funds for manipulatives for parents in areas of deficiencies so that they may help their child, and for workshops to train them on our curriculum and how to work with their child in a virtual school environment, etc.

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))

Additional information is made available to parents as needed via: (1) Media, (2)

Newsletters, (3) Parent Center, (4) Hall Displays, (5) Marquee, (6) Verbal and Written

Communications (7) School Website, (8) School Cast (9) School-Wide Notices (10) Social Media. In the event that a parent requires information in his/her native language, the system-wide EL coordinator can provide written materials in the native language and/or translations of said materials. An EL personnel will be invited to the meeting to translate information given. In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand. EL parents have access to the countywide liaison.

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/or revised as needed. The compact is signed by parents, teachers, and students. The purpose of this School-Parent Compact is to develop a partnership between school and home in order to help all children achieve high standards in their education. All three parties of this compact have specific responsibilities that they agree to carry out to the best of their ability. The school agrees to provide a high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standards, hold the parent teacher conference to discuss how this compact relates to the individual child's achievement, provide parents with frequent reports on their child's progress, provide parents reasonable access to staff, and provide parents opportunities to volunteer and participate in their child's class. The student agrees to complete all classwork and homework assignments, and give parents or adults who are responsible for their wellness all notices and information received from school. The parent agrees to monitor attendance, make sure homework is completed, volunteer in the classroom, attend open house and parent conferences, and stay informed about their child's education and communicate with the school. The effectiveness of the compact is reviewed during the spring meeting with parents and teachers. The compact is updated according to the input given and used the following school year during parent-teacher conferences to remind all involved of the agreement for success. Any notes from the meeting are also written on them and it is signed by the parent. They are allowed to ask questions and give feedback at the meetings or through written

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

They are allowed to ask questions and give feedback at the meetings or through written requests for comment. Our ACIP team consists of teachers, school leadership team members, and parents, this allows for parent input during the development process of the ACIP. If a parent is dissatisfied with the ACIP they are suggested to submit a letter to the principal including the parents' name, address, telephone numbers, child's name, and stating the specific nature of their concern. The principal, upon receipt of the letter and within an acceptable time period, will discuss the issues with the parent by telephone, letter, or conference.

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.

Donehoo Elementary developing a parental involvement plan The goal of the faculty and staff is to involve the parents in the decision-making process of the school. Fostering a cooperative spirit between the school and home will improve the education program of our school. Donehoo Elementary will provide training to parents to assist them in understanding the Every Student Succeeds Act, state content, performance standards, state and local assessments, Title I requirements, and how academic progress is monitored. These training sessions will be provided through various meetings with parents, including an annual Open House, PTO meetings, handouts, parent conferences, newsletters, and the Parent Resource Center. The student's progress will be reported through weekly graded papers, regular progress reports, report cards, conferences, notes, and telephone calls. When appropriate, home visits will be utilized to report student progress.

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.

The Parent Teacher Resource Center and Family Early Literacy Center Materials will be available for parents.. Parents will receive a link for Elementary Handbook, in which to review school board policies and procedures. The Home Language Survey, Free and Reduced Lunch form, a calendar of important dates and events, Parent Teacher Compact and school rules will be sent home during the first few days of school and to all incoming students afterwards. The parents must complete and return the forms to the school. System wide materials are made available to parents upon request. Parent training sessions are scheduled throughout the year on such topics as reading, math and writing success, and preparing for state assessments. DES provides resources for parents at meetings, in addition, to support for Spanish speaking parents. We provide opportunities for parents to share their opinions on committees such as the ACIP and Title I budget committees.

DES supports the families with teacher communication about grades and behavior. Teachers encourage parents to participate in their student's education through conferences, phone calls, emails, and letters.

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.

Our school annually invites parents to participate in review and revision meetings to examine and discuss our Continuous Improvement Plan) and Parent Involvement Policy. The school consistently reviews school policy in an organized, ongoing and timely way. An organized PAM () Parent Advisory Meeting has been established in our school to create a forum for parental input and involvement. Our school publicizes and disseminates information to teachers and other staff, parents, students, and the community,

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.

Include Schoolcast which provides translation option, and Reminds Anytime that DES sends home a letter to all students and families, it is translated into Spanish. If we make an all-call, it is also available in Spanish. It is our intent to reach all parents

regardless of language barriers. We have a translator on campus at all times in case there is ever any need for one.

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.

Information is available to parents as needed via: Parent meetings, media, newsletters, the school's website, Parent Center, marquee, and verbal and written communications. Yearly activities are planned to support parental involvement. In the event that a parent requires information in his/her native language, the systemwide EL coordinator can provide written materials in the native language and/or translations of said materials. DES provides parents with surveys yearly in order to celebrate our victories and highlight improvements. We hope that parents participate in these surveys to better help us provide for their students.

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))

Anytime that DES sends home a letter to all students and families, it is translated into Spanish. If we make an all-call, it is also available in Spanish. It is our intent to reach all parents regardless of language barriers. We have a translator on campus at all times in case there is ever any need for one.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

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



- No

ATTACHMENTS

Attachment Name





Comprehensive Budget

eProve™ strategies: Goals & Plans

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

-
- NO

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Comprehensive Budget		•
 Leadership Committee		• 1