

## 2019-2020 Title I Schoolwide Diagnostic for ACIP \_09132019\_14:21

2019-2020 Title I Schoolwide Diagnostic for ACIP

**Asbury High School**  
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## TABLE OF CONTENTS

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Instructions .....	3
2019-2020 Title I Schoolwide Diagnostic for ACIP .....	4
ACIP Assurances .....	13
Parent and Family Engagement.....	14
Coordination of Resources - Comprehensive Budget.....	17
eProve™ strategies: Goals & Plans .....	18
Attachment Summary.....	19

## 2019-2020 Title I Schoolwide Diagnostic for ACIP

### Instructions

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

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

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

## 2019-2020 Title I Schoolwide Diagnostic for ACIP

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

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

Asbury High School's Foundations (Leadership) Team reviewed the 2018-2019 School Improvement Plan to assess the degree to which implemented strategies were met. This information was shared with the faculty and they provided input into what should be included in this year's plan. Results were shared with stakeholders. The Foundations Team met again to suggest new strategies, professional development, and budget requirements for the CIP plan. The Foundations Team evaluated data from the past five years in order to identify longitudinal trends. Data from surveys (including the Title I Parent survey and student surveys) and test results were also used in the comprehensive assessment. Foundations Team members went to grade/subject level teachers to present identified needs and took suggestions and input from coworkers. This input was taken back to the Title I Committee meeting and all needs were presented. Member discussed each item and voted which items were to be purchased. Teacher surveys, parent surveys, and student surveys were also evaluated to identify needs. The information gathered was utilized in developing comprehensive needs assessment at Asbury High School.

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

Based on classroom observations performed by the administration, SREB trainers, Foundations program trainers, and DSC program trainers, the assessment showed that our students are largely "compliant, but not engaged." Students were largely doing what they were asked to do in class, on-task most of the time, but were largely kept in whole-group instruction. Research shows that these teaching methods are not effective and student discourse and student engagement were largely non-existent in most of our observations. Proficiency scores identified for grades 6, 7, 8 from the Spring 2018 Scantron are shown as follows: 6th grade math 46%, 6th grade reading 41% 7th grade math 29%, 7th grade reading 20% Proficiency scores identified for grades 6, 7, 8 from the Spring 2019 Scantron are shown as follows: 6th grade math 35%, 6th grade reading 33% 7th grade math 28%, 7th grade reading 35% 8th grade math 30%, 8th grade reading 27% In 2018, 11th grade ACT Benchmark scores were as follows: Math 28%, Reading 30%, English 46%, Science 13% 5% of students tested had a benchmark in all four subjects Males had an overall composite of 16.3 with females trailing at 16.2 Females outperformed males in English and Reading Male outperformed females in Math and Science in 2019, 11th grade ACT Benchmark scores were: Math 29%, Reading 35%, English 16%, and Science 17% 5% of students tested had a benchmark in all four subjects Males had an overall composite of 16.0 with females trailing at 16.9 Females outperformed males in English, Reading, and Math. Male outperformed females in Science. Based on our standardized test scores, our EL and SPED populations were performing in the bottom 5% of the state. As a result, we are an ATSI school. The needs assessment showed us we are in need of supporting these students in a stronger manner. The percentage of students who obtained credentials towards College and Career Readiness in 2019 was at 69%.

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

The committee decided that a specific focus on professional development and teacher training should be used to increase student engagement and discourse. The Safe and Civil Schools training will help in the classroom to set solid expectations for classroom behavior and what is expected out of each student for the specific teaching strategy that the teacher is using. SREB training will be provided for teachers who are chosen. This training is centered on student engagement and student discourse. It trains teachers on learning target understanding, creating mini-tasks that are geared toward an end-product for the students, and general increase in rigor and student engagement. The results also showed that we must better serve our EL and SPED

populations. Therefore, we are attempting to better train our teachers in those areas so that they feel comfortable having those students in their classrooms. We also need to provide better technology opportunities to those students so we are going to provide technology resources including Lexia, Voces, Ellevations, iReady, STAR, etc. The results showed that we need to better meet the needs of our Tier II and Tier III students. A revised Rtl process and PST team process will be implemented to better identify and serve those students appropriately. Our 'skinny' period will be used to help meet the needs of those students. We need to streamline our PST/RTI process and clearly define the roles of the PST and EL Committees. We need to increase emphasis and work to spend the vast majority of our time to better meet the needs of our SPED, EL, and Tier II/III students.

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

Based on the results of our needs assessment, we have determined that we need to focus our efforts into four main areas: 1) School Culture. We need to implement high expectations in our common areas and classrooms to increase positive interactions amongst our teachers and students and between our students. 2) Professional Learning. We need to increase the quality of the instruction that our students are receiving. Our teachers will receive high quality professional training from organizations such as Safe and Civil Schools and Southern Regional Education Board. These trainings will focus on positive interactions, student engagement, how to better help our EL and SPED populations, and increasing student discourse. 3) Impact of Instruction. We need to restructure our approach to the Rtl and PST processes to better serve our students. We will move from a sole focus on grades, and use more sources of data to ensure that our students receive quality learning experiences in areas where they need the most improvement. 4) Personalized Instruction. We have implemented some creative scheduling and created an extra 'skinny' period to our schedule. This new period will focus on individualized instruction for each student. Based on our data and discussions, students will be placed into classes based on need. Tier II and Tier III students will receive remediation and extra practice using technology programs and small-group instruction. These programs include Lexia, Language Live, Social and Emotional Learning, ACT prep, and iReady. The goal is to move students to grade-level achievement.

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

The goals were created after evaluating the needs assessment and desegregating various types of data. The leadership team desegregated data results, surveys, and budget requirements in order to create goals, strategies and professional development for the Continuous Improvement Plan.

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

Goals from the previous two years have been reviewed and the strengths and weaknesses identified. The data indicates a need for continued teacher training and professional development in areas of math and reading. Literacy skills continue to be a critical skill that spans all curricular areas. Computer skills are evolving and seem to be a reason that scores are trending upward. The graduation rate is increasing and this is partially due to the increase in online classes through ACCESS or Virtual Academy. Parents feel welcome in our school and community involvement is a strength.

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

Asbury High School has goals that address the needs of all students. All special populations have access to all services and programs available. Teachers use data reports to determine individual and class strengths and weaknesses, and address these results during instruction. Students have access to the same free, appropriate public education provided to all; the opportunity to meet the

same state and performance standards to which all students are held without being stigmatized or isolated. Special Education services are served not only in resource rooms, but also in the inclusive setting. The counselor monitors student grades and absences and ensures that all students have access to additional services needed, including food, school supplies, and clothing. The Core EL Program is Sheltered Instruction provided by the regular classroom teacher. Supplemental assistance is provided in English language acquisition by pull-out, in-class, tutoring, or through monitoring as needed by the EL teacher. Students participate in the regular education program and extracurricular activities as all students do without barriers. Additional supports are provided for these students through the Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Parents and 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. Additionally, we recognize the unique challenges of our EL families and hold an orientation specifically designed for their needs of assistance through the district's Homeless Grant. Homeless children and youth also receive services through the school-wide program. All homeless children and youth are eligible for assistance through the district's Homeless Grant. Services include provisions for education, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing, and personal items. Migrant students are provided services through migrant funds. Migrant recruiters assist families and students with needs and work closely with migrant students during the school day. During the summer, frequent home visits are made to support migrant students through tutoring, evaluation of well-being, and school preparedness. 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. Marshall County Schools will take action to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Every effort will be made to communicate with parents in their primary language. Additionally, parents and community members who share a family's primary language may be utilized to better communicate and respond to the needs of these families.

## **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.

Our biggest attempt to strengthen our academic program is our addition of our "skinny" period to your schedule. This period is designed to get students into a class that best helps them grow as a student. Students may be placed into the iReady program based on needs in math and reading. Special education teachers have their entire case loads for this period and are using remediation strategies including the Lexia program. Students in the 6th and 9th grades who are Tier I students receive instruction in Social and Emotional Learning, better equipping them to handle the non-academic struggles in today's society that may also negatively affect academics. Select 10th and 11th grade students receive training in ACT Prep classes. Students who are identified as English Learners will receive extra instruction from their EL teachers and work on Voces, Ellevations resources, or extra speaking practice. Our staff is also receiving SREB training as well as Safe and Civil Schools training. These will improve classroom instruction, classroom management, and provide better opportunities for our students to receive rigorous instruction. We realize that our Tier II and Tier III students needed extra help, but we also noted that our Tier I needed to be strengthened, hence the focus on SREB and Safe and Civil best practices.

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.)

This year, Asbury High School will have an at-risk counselor with clinical experience alternating 5 days on and 5 days off with the school. This counselor will provide services strictly concerning social and emotional well-being and mentoring services for students who have those needs. The Marshall County School District allows all students in grades 10-12 the opportunity to pursue a career and technical education at the Marshall County Career Tech Center. Students are bussed to MTS three times during the school day from Asbury High School. The course offered at MTS allow students to choose a track that provides job skills in a particular field such as construction and automotive collision. Our Problem Solving Team is committed to the Response to Intervention process and identifying students and procedures to help those students who are in need of intervention. Students may be recommended to the Rtl model based on performance score on assessments as well as based on behavior. Special education teachers also serve on the Problem Solving Team in order to collaborate with the team on effective instruction and specific interventions for students with academic and behavioral concerns. The EL Committee has been separated to better serve our EL population. The EL Committee will act like a PST team for our EL students. Teachers are trained in the Safe and Civil School program, as well as Discipline in the Secondary Classroom program. These programs include implementation of behavioral plans and expectations that all students must follow in the classroom and in other common areas.

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**.

Teachers offer to stay after school or come in early before school to help students in need. Several teachers have also set up Remind and all students have email accounts to communicate with these students beyond the school day. Snead State Community College partners with our teachers to provide Upward Bound Tutoring services to interested students and students in need.

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.

Students who are in need have regular access to our at-risk counselor as well as an outside counseling agency, Mountain Lakes, who regularly meets with identified students. We have three teacher units who are Spanish-speaking and help meet the needs of our English Learners. We also have a translator who works in our main office. Our Problem Solving Team regularly meets to identify student needs and works with our special education and EL departments to better serve those students.

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.

EL student parents are encouraged to attend our EL Parent day at school. This allows one-on-one time with our EL teachers and the parent. Translators are also present at this meeting, along with a member of the administration. Translators and EL teachers regularly schedule meetings with parents to review scores and services provided. All materials sent home are translated by our staffed translator.

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

Asbury High School has 33 certified teacher units. This year we added one unit and had two teachers retire, leaving us with 3 new certified employees.

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

Of the 33 certified teachers, 12 have a BS degree, 15 have Master's degrees, and six have earned an Ed.S. degree. In terms of years of experience, four have been teaching five years or less, 11 have been teaching more than five years but less than 10, seven have been teaching more than ten but less than twenty, and 10 have more than twenty years of experience.

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

Although no specific initiatives have been implemented by Asbury High School, the Marshall County School District posts all positions through the Alabama State Department of Education's "Teach Alabama" website, as well as our district's website, and by posting all positions on the front door of all schools when jobs become available. March County Schools recruits new highly-qualified educators each year at Recruitment of Educator days at various Teacher Educator Programs across the state of Alabama. New teachers are assigned an experienced mentor to help them during the first years of teaching. New teachers are included in content/area department meetings, grade-level meetings, and school-wide committees. New teachers are evaluated through Educate Alabama by district administrators. The county has implemented a 'new teachers mentor' program to support first-year teacher in order to ensure current teacher practices are communicated.

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

Assessment data drives our decisions on what professional development is needed for our teachers. Problem Solving Team members and Foundations Team members analyze the data to determine areas of need. The information is presented to the entire faculty for further discussion, strategic planning, and professional development identification.

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

Teachers take part in monthly Problem Solving Team meetings to discuss students that are at-risk. The PST views data, tests, class work, and formulates a plan of action for teachers to help meet the individual needs of students. Foundations Team members meet monthly to identify school needs and discuss plans of action. Select teachers are receiving coaching and training in SREB's Powerful Literacy Practices or SREB's Powerful Math Practices to improve student engagement and discourse in our classrooms. All teachers are receiving professional development in proactive and positive behavior support systems through the State Professional Development Grant and receive training in best classroom practices as well as for common areas.



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

All new teachers at Asbury High School are assigned a mentor teacher. This teacher will help the new teacher become familiar with planning for specific subject areas, planning for specific needs of individual students, and how to prepare for the year. Marshall County hosts a training for all new teachers at the Central Office in which teachers are introduced and trained for strategic teaching, PST, PBS, SPED, EL, laws, etc.

12. Describe how all professional development is “sustained and ongoing.”

The Marshall County School District calendar includes built-in weekly professional development time on Wednesday afternoons as well as full-day professional development days. Asbury High School also provides professional development from outside organizations such as SREB, typically given during a teacher's preparation time. Teachers are given a schedule that indicates the dates for meetings and professional learning opportunities offered at both the school-level and district-level.

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.

By revamping our schedule to include a period to specifically target weaknesses and areas of remediation, we are purposefully trying to bring students closer to their grade level. Data shows us that many are behind and are not truly ready for the grade they are in. So, we are attempting to promote growth and readiness from grade-to-grade. We have no true middle-school to high-school transitions because we are a 6-12 school. However, we do look at preparing our 7th and 8th graders for a tougher high school curriculum by utilizing technology programs such as Lexia, Learning Live, STAR, and iReady. The Special Education department spearheads career center and workplace field trips. Transition classes for at-risk students 9th-12th are offered. These offer one-on-one planning for those students identified and are used to set goals for each 9 weeks and for transitioning out of high school. The teachers of those identified students also hold meetings each 9-weeks to offer strategies and help in supporting those students. We are attempting to put into place programs on campus to help boost student ACT scores and by offering classes, such as Business, that help students practice for assessment such as WorkKeys. Our students also have the opportunity to attend Marshall County Technical School for two-hours a day if they enroll in a program that they offer. These programs are tied to a specific skill or trade and help align students with jobs prior to graduation from high school.

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)**

Students who display limited English proficiency are placed with an EL teacher to help them master goals to be successful and to give the students one-on-one assistance. The EL teacher acts as a mentor for these students and families and monitors individual growth and progress. A school liaison makes home visits for EL populations to determine any other support the family may need. All students are given a survey to determine economic and migrant status. These surveys are used to identify the needs of each individual student. If the student is homeless, the school is able to eliminate fees and provide all the necessary school supplies. With the support of the central office,

the schools are also able to provide clothing for these students as needed. The counselor connects the families with community agencies that can provide further assistance.

### **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?

All special populations have access to all services and programs available: free/reduced lunch, Title I, EL, SpEd, At Risk, and counseling. Community resources (DHR & DMH) provide necessary school supplies, food, clothing and shelter. Students have equal access to the same free appropriate public education provided to all: the opportunity to meet the same state and performance standards to which all students are held without being stigmatized or isolated. MIGRANT are identified upon enrollment and identified by SDE based on employment surveys; provided assistance in securing pertinent materials (immunization, social security cards, etc.) and are served without regard to residential status. The needs are met through homeless and migrant grant funds. EL are identified upon enrollment and receive a Home Language Survey to determine eligibility for testing if the survey indicates that the language is not English. All eligible students are tested with the WIDA-ACCESS Placement Test (W-APT) to determine eligibility. EL committee determines appropriate services. Services are provided for EL students; pull-out and inclusion instruction. Parents receive school documents in English and Spanish. The EL committee reviews each student's progress annually. If the student exits the EL program they will be monitored for two years to ensure success. HOMELESS students are identified at enrollment using SDE and federal regulations and provided with support. DHR, Social Services, LEA Attendance Officer, or parents identify homeless students. The school identifies needed services. If further intervention is needed Asbury High School will contact the LEA for possible funding or other needs. Title I and community resources provide homeless students with necessary school supplies, clothes, and other items. ECONOMICALLY DISADVANTAGED with low family incomes, are identified through the application for free and reduced lunch and receive special considerations for needed resources. SPECIAL EDUCATION services are provided in accordance with federal and state laws. An evaluation is conducted to determine eligibility for Special Education services. The IEP team develops the IEP based on the results of the evaluations. Children with disabilities have access to a variety of education programs and services available to non-disabled children. In addition, Special Education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students. NEGLECTED AND DELINQUENT are identified by one of the following sources: DHR, Social Services, LEA Attendance Officer, parent, teacher, or administrator. The counselor and administrator identify possible needed services for N/D students. The counselor monitors student grades and absences and ensures that N/D students have access to additional services as needed, including food, school supplies, and clothing. The LEA works with the courts to ensure parental cooperation. Marshall County School District uses state and federal funds to provide preschool to children who are four years old at seven school locations. 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 on strategies that they can use with their own children to prepare them for the school setting. A Developmental Delayed certified teacher and Speech Language Pathologist provides services in order to meet the needs of preschool needs children in Marshall County. Parents as Teachers preschool programs through the Marshall County Home Visitation Program are also available to children who qualify for both these programs. County Schools reach our parents, particularly parents of English Learners and all other Title I children by distributing fliers across Marshall County through local agencies, doctors' offices, dental offices, the Marshall County Health Department, and at business across Marshall County. Fliers are sent home with every

student in Marshall County Schools announcing the preschool enrollment period. Fliers are translated into Spanish as well. Advertisements announcing enrollment dates are run in area newspapers and is announced on local radio stations including the Spanish-speaking radio station in our area. Preschool enrollment dates are communicated to families by our Home Visitation Program staff and are announced on our Spanish Speakers Night. Translated newsletters also ensure preschool enrollment dates are communicated in a timely manner. Marshall County Schools ensures that the enrollment process for the preschool slots supported through the State grant does not preclude parents of educationally at-risk children from enrolling their children or, if a random selection process is needed because of demand, from their being in the selection pool. Marshall County Schools uses a multiple, educationally-related, objective criteria to determine eligible students for a Title I preschool. This criterion is kept on file at Marshall County Schools Preschool Office. Marshall County Schools ensures that Title I funds pay no more than the fair share of costs commensurate with the number of educationally at-risk children the LEA adds. Worksheets are maintained at the district office to ensure these funds are appropriately computed and applied to each preschool.

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?

Results from all data collected including surveys are compiled, reviewed, and analyzed by the counselor, literacy coach, principal, local education administration, and teachers. These results are analyzed and desegregated and shared. Parental involvement attendance sheets and surveys.

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?

Faculty and staff are meeting monthly to evaluate data and ensure all needs are met in the classrooms. Discussion with the teachers, administrators, and counselor occur during these meetings concerning changes and improvements needed. The program is very fluid and adjustments are made as deemed necessary. The administration, special populations teacher(s), classroom teacher(s) and a parent are all involved in creating the CIP. Classroom observations, leadership team meetings, conversations with the parents and stakeholders, reviews of information from data meetings we developed our goals for the current year.

#### **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 Marshall County School System and Asbury High School consolidate/coordinate the following state, federal, and local programs and resources, including but not limited to: Special Education program and services EL and Migrant Education and services Career and Technical Education (programs and career coach) AMSTI Science Dual Enrollment ACCESS Virtual Program Edgenuity Foundations Proactive & Positive Behavior Support System (State Professional Development Grant) SREB's Literacy & Math Design Collaboratives Math Coach The Marshall County Board of Education and Asbury High School will coordinate and integrate educational services to ensure that all plans, goals, objectives are communicated to all stakeholders and will ensure fiscal responsibility comply with state and federal regulations. Administrators, staff, parents, the Asbury community and local businesses are 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.

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 Marshall County Board of Education and Asbury High School will coordinate and integrate educational services to ensure that all plans, goals, objectives are communicated to all stakeholders and will ensure fiscal responsibility comply with state and federal regulations. Administrators, staff, parents, the Asbury community and local businesses are 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 to increase student growth and achievement.

## 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**

 [ACIP 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.

- 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))

When student orientation is held at the beginning of the school year, more parents attend this meeting than any other school function. At the same time, we hold our Title I School Night and explain the requirements, the Asbury school situation, and what it means for us to be a Title I school. We also solicit feedback and opinions on our school, programs, and direction. The Marshall County School District also requires us to send home paperwork to all students that explains the requirements and their parental rights. These forms are also sent home in Spanish to households that English is not the primary language.

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.

We schedule meetings at convenient times for our parents. Most of our families work and are hard to reach during the school day. We offer our orientations, Title meetings, and other parent meetings in the evenings to accommodate our working families. When it is convenient, we hold meetings during the school day so that parents can stop in at any time during regular school hours to receive information and ask questions.

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).

Parents will be asked for feedback and their opinions on our plan at the Title I meeting. They are also encouraged at this meeting to come to us with ideas and feedback at any time throughout the year via school visit, email or phone call. We also send home surveys in English and Spanish that are used to formulate decisions based on parent perceptions.

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

Funds are being used to enable communication including automatic phone calls, printing resources that go home in multiple languages, and through messages posted on our outdoor marquee.

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))

Our school employs a translator that helps us translate all transmissions that are sent to the home. We ensure that the homes where Spanish is the primary language that they receive information in Spanish. We also use our translator for all meetings with Spanish-speaking families and to make contact via phone to the homes where those students reside. Progress reports, report cards, and standardized testing results/explanations are also sent home each 9 week grading period. We regularly communicate important events, pertinent information regarding students (including discipline, praise, school-sponsored events, district-sponsored events, etc.) via paper copies, email, phone calls, and through the school website. The administration openly shares their email addresses so that the parents can openly communicate at their convenience. The administration is always available to take meetings during the school day, and by appointment, when necessary.

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))

Parents are sent and encouraged to return surveys that will enable us to compile the perceptions of our community. We use that information to make changes. Students and parents are involved in the creation and to make any changes to our School-Parent Compact. We work hard to establish relationships that ensure parents and the community know we value their feedback and input.

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

Parent feedback is encouraged and invited during meetings that are held at the school. We welcome parents to come by and voice their opinions through private meetings, as well. Parent feedback is also solicited through surveys that are sent home and also provided via an online format.

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.

Our school employs a translator that helps us translate all transmissions that are sent to the home. We ensure that the homes where Spanish is the primary language that they receive information in Spanish. We also use our translator for all meetings with Spanish-speaking families and to make contact via phone to the homes where those students reside. Progress reports, report cards, and standardized testing results/explanations are also sent home each 9 week grading period.

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.

Teachers and staff are presented with websites, research, and other useful resources to show the importance of parental involvement. These resources also provide school and classroom tips to get more and better parental involvement. As the resources show, there is a plethora of information that shows the significance and impact of parental involvement.

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.

Parents are encouraged to attend all school functions, including orientations, Title I meetings, and EL parent meetings. The school will work to educate parents on school issues and how they can be more involved in our school. We will continue to have parent meetings and communications through our social media, email, and letters to the households.

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.

Our school employs a translator that helps us translate all transmissions that are sent to the home. We ensure that the homes where Spanish is the primary language that they receive information in Spanish. We also use our translator for all meetings with Spanish-speaking families and to make contact via phone to the homes where those students reside. Progress reports, report cards, and standardized testing results/explanations are also sent home each 9 week grading period.

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.

We are open to suggestion and take all parental concerns seriously. We work to modify outreach as necessary when needs are not being met.

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))

Our school employs a translator that helps us translate all transmissions that are sent to the home. We ensure that the homes where Spanish is the primary language that they receive information in Spanish. We also use our translator for all meetings with Spanish-speaking families and to make contact via phone to the homes where those students reside. Progress reports, report cards, and standardized testing results/explanations are also sent home each 9 week grading period.



## Coordination of Resources - Comprehensive Budget

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

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

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

### **ATTACHMENTS**

#### **Attachment Name**

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 [AHS Coordination of Resources](#)












 [Coordination of Resources](#)

## eProve™ strategies: Goals & Plans

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

- Yes**
- No

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Committee		• 1
 ACIP Mid-Year Review Garner		•
 AHS Coordination of Resources		•
 AHS School parent compact English		•
 Coordination of Resources		•
 EL Parent Meeting		•
 Parent-School Compact Spanish		•
 PST Matrix		•
 PST Matrix and New Protocols		•
 Title I Parent Meeting and Agenda		•
 Title I Parent Surveys		•