



Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Jeter Primary School
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Instructions

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

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

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

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?

The faculty met with the principal and reviewed all data during ILT/CIP meetings and grade level meetings. The data was analyzed by each grade level with input from all stakeholders. Grade level members worked together to identify goals, strategies, instructional needs and action steps.

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

Jeter Primary reviewed the following data to create our school wide improvement plan: AimsWeb Reading and Math Assessment for Spring 2023.

3. What conclusions were drawn from the results?

Continued support will be given to teachers to plan effective instruction in Literacy and Math using the Alabama College and Career Ready Standards. The continued implementation of the reading curriculum along with common planning focused on reading and math standards and common formative assessments to measure the mastery of the standards should increase the effectiveness of the instruction and provide a deeper understanding for all students. Students will continue to receive Tier 3 support in reading and math which will be provided by GAP teachers and classroom teachers.

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

Even with the impact of school closure for COVID-19, the majority of Jeter students are making gains and progressing in all academic areas. For those students not achieving as expected, Tier 3 intervention is provided in reading and math. Lower reading and math scores in second grade are a reflection of several struggling students (basically non-readers) moving in to our school. Typically, the majority of students that attend Jeter Kindergarten-2nd Grade will benchmark in reading and math by the end of 2nd Grade.

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

School goals are directly related and connected to priority needs which are based on the review of all applicable data. All faculty members have input the goals and are aware of the importance of meeting these goals as they strive to serve all students.

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

A data snap shot is provided through review of AimsWeb, Pearson Math, program assessments, classroom work samples, and anecdotal records. Scores are reviewed to determine common strengths and areas in need of improvement.

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

Goals are determined after analysis of data of the whole school population.

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.

Jeter Primary School's faculty and staff have high expectations for all students and work tirelessly to help the students perform to the best of their ability. Jeter uses a comprehensive reading curriculum with lessons for phonics, comprehension, fluency, writing, and grammar. Reading Horizons is used as a supplemental resource for Tier III intervention. Our teachers work closely with the system level math specialist to fully implement the Investigations math curriculum focusing on content standards as well as math practice standards. Our teachers also work closely with the system level reading specialist to fully implement a strong core phonics program. A strength of Jeter Primary is the stability of the staff. Our contract reading tutors are all certified, retired primary teachers. Their expertise in working with struggling students has resulted in great gains in their achievement as reflected in our data.

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.)

A positive behavior incentive program utilizing Class Dojo and embracing the principles of PBIS, rewards students for good behavior with both intrinsic and extrinsic based rewards.

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.**

An extended day program is available for all students whose parents require supervision of the child after school. The extended day program supports social and academic student needs. For students who have shown reading deficiencies through our AimsWeb reading and math benchmark assessment will be given the opportunity to participate in Wednesday morning tutoring from 7:00-7:30 from highly qualified grade level teachers.

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.

Migrant- For all new students enrolling in Opelika City Schools, an Employment Survey is completed to identify student families that are migratory. If economically in need and/or homeless, they are enrolled in the Free and Reduced Child Nutrition Program and local agencies are contacted to assist in providing other economic supports for the family and the student. Each school counselor is responsible for identifying and assisting families in need and contacting agencies for basic needs.

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.

The school website, monthly calendars, parent letters, automated calling system, quarterly PTO programs, parent-teacher conferences, Problem Solving Team (PST) meetings and emails enhance parent communication. Parents are involved in the planning and implementation process by offering ideas, suggestions, and by participating in the creation and review of the ACIP. The Title I program handout and PowerPoint presentation are available for parents to read. A Home Language Survey is sent home at the beginning of the year to all new students and is kept in

the child's folder. In addition to the classroom teachers, the ELL teacher serves the needs of non-English speaking students and communicates with parents as needed.

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

Four kindergarten teachers, one first grade teacher, one PE teacher, one counselor and one SpEd teacher. Turnover is usually 3 or 4 teachers per year.

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

4/8 kindergarten teachers have three or more years of experience. 5/8 first grade teachers have three or more years of experience. 6/8 second grade teachers have three or more 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)?

Turnover at Jeter is generally low.

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

In earlier years assessments it was realized that writing was a weaker area of academic achievement for all students. A comprehensive approach was adopted last year with BenchMark Reading and Writing. Teachers are required to use this resource for 30 minutes each day. Professional development is provided throughout the school year in the use of this program.. Pearson Math Investigations assessments are used to determine specific training from the district's math coach.

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

Planning for Effective Math Instruction; Math Investigations; Training Vertical Planning Planning for Effective Writing Instruction; EL Training; Planning for Effective Reading Instruction through common planning

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 staff members are assigned a mentor of three or more years of teaching experience. At the beginning of the year a new teacher orientation of four days is held where mentors and new teachers review best practices, policies, and procedures of the district. These discussion are carried throughout the year to support the new teacher on the first year.

12. Describe how all professional development is “sustained and ongoing.” Professional development is typically presented in a lecture/training style format and then reinforced through periodic reviews or weekly common planning discussions. Job embedded coaching is performed with any teachers struggling with instructional delivery.

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.

Grade levels meet with the grade level above and below it for teachers to gain an understanding of what weaknesses and strengths the students are displaying as they enter each grade level. Second grade students visit the feeder school (Morris Avenue School) in the spring to meet the teachers, principal and staff.

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

(N/A for Elementary Schools)

N/A

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

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

N/A

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?

Through regular use of common formative assessments and benchmark 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?

The Instructional Leadership Team and Grade Level teachers meet frequently to evaluate and revise our school-wide plan as necessary. We make changes based on data from assessments, classroom observations, and feedback from teachers.

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

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

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

Title 1-- this money is used to improve the academic achievement of the disadvantaged and increase parental capacity. See Section Coordination of Resources-Comprehensive Budget for breakdown of expenditures.

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 Coordinator of Federal Programs collaborates and coordinates Title 1 funds with district administration, building principals, and other applicable staff. Jeter Primary coordinates with the system level programs that serve English Language Learners, homeless students and students qualifying for Migrant Education Programs services. A majority of students qualify for free/reduced lunch. The system also coordinates the National School Lunch Program to meet the needs of the students.

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



Jeter 2023-24 ACIP Signature Page

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))

The annual Title 1 parent meeting is held in the fall during the school day and in the evening after school hours. An overview of Title 1 and future parent involvement opportunities are presented.

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.

The CIP plan is presented to the PAC committee, which is open to all parents, at the first fall meeting. The principal reviews the plan, explains how goals were developed, discusses the importance of parental involvement in the educational process and seeks parental input in the plan.

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 may give suggestions for future workshops and resources needed. Workshops/meetings such as Reading Night and Math Night provide opportunities for parents to receive information. At each event, parents are given surveys to complete and the results from the surveys are used to guide future program planning. Parents give input and make decisions through meetings and surveys.

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

Funds are used to provide parent workshops and materials to assist parents to academically support students and for needs based on the survey results. Once the CIP document is completed and board approved, the CIP is available in the school office and media center.

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))

The school website, monthly calendars, parent letters, automated calling system, Parent Teacher Advisory meetings, quarterly PTO programs, parent-teacher conferences, Problem Solving Team (PST) meetings and emails enhance parent communication. Parents are involved in the planning and implementation process by offering ideas, suggestions, and by participating in the creation and review of the CIP. The Title 1 program handout and PowerPoint presentation are available for parents to read. A Home Language Survey is sent home at the beginning of the year to all new students and is kept in the child's folder. In addition to the classroom teachers, the ELL teacher serves the needs of non-English speaking students and communicates with parents as needed.

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 included in our registration papers at the beginning of the school year. It is also included in our parent handbook. Parents review the School-Parent Compact with their child, sign and date it and it is kept on file by the homeroom teacher. Parents are presented information about Title I programs, our curriculum and student expectations through Open House, Curriculum Night, email, mid-quarter reports, quarterly report cards, newsletters, parent-teacher conferences and at Title I meetings. The School-Parent Compact is reviewed each year at the system level. Parents are also involved through PTA meetings, system-wide committees, school-level committees and parent conferences.

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

The CIP plan is presented to the PTA. The principal reviews the plan, explains how the goals were developed, discusses the budget, discusses the importance of parental involvement in the educational process, and seeks parental input into the plan. Parents may give suggestions for future workshops and resources (in meeting minutes and will be included in CIP). Title I Parental Involvement funds have been budgeted for parent workshops/presentations. Parents may also read and review the Continuous Improvement Plan in the school office, the Media Center or on the system website. Parents who are dissatisfied with any part of the CIP may voice their concern to the Instructional Leadership Team or the principal.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Parents are provided instructional aids such as flash cards, handouts on ways to support reading and math at home, and free books as well as information and tips on how to use them at Curriculum Night, Reading Night, and Math Night. At each meeting, parents are provided a packet of information that is specific to each grade level on how to help their child at home. Lists of educational websites, including ones tied to sites used with our curriculum, are provided for the parents. Parents have access to classroom lessons and resources through each teacher's Google Classroom.

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.

Parents are provided instructional aids such as flash cards, handouts on ways to support reading and math at home, and free books as well as information and tips on how to use them at Curriculum Night, Reading Night, and Math Night. At each meeting, parents are provided a packet of information that is specific to each grade level on how to help their child at home. Lists of educational websites, including ones tied to sites used with our curriculum, are provided for the parents. Parents have access to classroom lessons and resources through each teacher's Google Classroom.

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.

District wide parental involvement meetings, parent workshops, PTO programs and parent-teacher conferences help to build ties between the parents and school.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Parents are invited for special events and activities regularly. Examples are parenting workshops and quarterly PTO programs. Also, the counselor has educational publications and materials available for parents. A full time counselor works with parents to assist in coordinating services such as Head Start, Department of Human Resources, The Achievement Center of East Alabama, East Alabama Mental Health and the Childcare Resource Center.

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.

Notes are sent home regarding all parent programs, meetings and activities. In addition, parents are provided a monthly calendar highlighting special activities as well as our cafeteria menus. Parents are welcome to eat lunch with their child as COVID restrictions allow. The TransAct program is used when needed to translate information into languages other than English. The full-time ELL teacher provides services and conferences with parents of non-English speaking students. School Messenger, an automated system, is utilized to inform parents of absences/tardies, workshops, announcements of school events, etc. Our school calendar is sent home monthly and is also available on our website.

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))

The system provides full-time ESL teachers to address multiple languages and TransAct is used to format academic/behavioral reports in the language parents understand.

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







Jeter 2023-2024 Coordination of Resources

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)
 <p>2023-24 Parent and Family Engagement</p>		<ul style="list-style-type: none"> •
 <p>Jeter 2023-2024 Coordination of Resources</p>		<ul style="list-style-type: none"> •
 <p>Jeter 2023-24 ACIP Signature Page</p>		<ul style="list-style-type: none"> • 1
 <p>School-Parent Compact for Signing 2023-2024</p>		<ul style="list-style-type: none"> •