Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Birmingham City Schools
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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?
   • Who was involved in the process?
   • What data was used?
   • How often were meetings held?
   • What process was used to collect and analyze data?

2. What were the results of the comprehensive needs assessment?
   • How were the findings from the data collected and analyzed?
   • What trends and patterns were observed?
   • What gaps were identified?
   • How did the sub-group data compare to the general population data? (EL, Special Education, Gender, Ethnicity, Grade Levels, etc.)

3. What conclusions were drawn from the results?
   • What strengths were identified in the data? Why were these identified as strengths?
   • What needs were identified in the data? Why were these identified as needs?
   • What resources were needed, but lacking?
   • What support was provided to help make gains?

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?
   • How was stakeholder survey data used to impact student performance?
   • How did school programs and processes impact student performance?
   • What connection can be made between demographic data and student achievement?
   • How was student achievement data influenced by stakeholder perception, school programs/process, and demographic data?
   • What role did stakeholder perception, school programs/process, and demographic data play in student achievement outcomes?

5. How are the school goals connected to priority needs and the needs assessment?
6. How do the goals portray a clear and detailed analysis of multiple types of data?
   - What data was used to identify the school's priorities?
   - How is that data reflected in the school's goals?

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?
   - What are the school's goals?
   - How are all students reflected in the goals (EL, Special Education, etc.)?

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.
   - What critical initiatives in your ACIP provided the greatest gains with student performance?
   - What activities in your ACIP help to improve student achievement outcomes?

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.)

- What opportunities were provided to low performing students to support their mastery of content?
- What college and career learning opportunities were provided to low performing students?
- How was tiered instruction and support provided (MTSS, RtI, PBIS, etc.)?

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.**

- What extended learning opportunities were offered to students?
- When were they offered to students?
- Who provided it? (vendor, teacher, and/or tutor)?

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.

- What process is in place to support the learning of students who are...
  - Migrant (identified by ALSDE based on the Employment Surveys)
  - English Learners (identification begins with using the Home Language Survey)
  - Economically Disadvantaged (Title I Schoolwide Program)
  - Special Education (IEP)
  - Neglected and/or Delinquent (N/A)
  - Homeless Students (identification begins with using the Residency Form)

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.

- How does the school effectively communicate the student achievement data (progress reports, report cards, iReady data, ACAP data, etc) to parents/families of EL students in their native language?

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

- How many teachers were new?
- How many teachers resigned, retired, or transferred during the year?
- How many teacher vacancies remained throughout the year?
7. What is the experience level of key teaching and learning personnel?
   - What is the range of teaching experience in the school?
   - What is the average number years for teaching experience among the faculty?

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)?
   - What process(es) has the school implemented to recruit and retain teachers?

9. Describe how data is used from academic assessments to determine professional development.
   - How is student achievement data used to guide professional development opportunities?

10. Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.
    - What professional development has your staff participated in to improve instruction?

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.
    - What critical initiatives and/or activities from your ACIP have helped to support new teachers?

12. Describe how all professional development is “sustained and ongoing.”
    - What process is in place to ensure that professional development is implemented and ongoing?

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.
    - What critical initiative and/or activity is addressing the effective transition of the students?

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)

**Middle School/High School CTE Only:**

- What process is in place to address the following special populations within CTE?
  - 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
  - individuals with limited English proficiency.

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?
   - What process is in place to evaluate the school's Title I Schoolwide Program, using student achievement data?

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?
   - What process is in place to review the connection between Title I Schoolwide Program and student performance of low performing students?

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?
   - What process is in place to progress monitor, revise, and update the implementation of ACIP to ensure that continuous improvement of students?
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.
   • What programs and resources are coordinated to support the schoolwide goals?

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).
   • How does the school coordinate and integrate the following to support achievement of schoolwide goals:
     ◦ violence prevention programs
     ◦ nutrition programs
     ◦ housing programs
     ◦ Head Start
     ◦ adult education
     ◦ career and technical education programs
     ◦ schools implementing comprehensive support
     ◦ improvement activities
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

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))

For this question, develop you response by stating:

- The date(s), times, locations of Annual Title I Parent Meetings.
- Use the topics that will be discussed in the Annual Title I PowerPoint such as explaining what it means to be a Title I Parent, what is the 1% set-aside, and explaining Parents’ Right-to-Know.

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.

For this question, develop you response by stating:

- How your school conducts ALL of the school’s parent meetings, not just the Annual Title I Meeting.
- Ways your school makes accommodations for parents to participate in parent meetings? This should include providing FLEXIBLE meeting times and location accessibility such as (morning & afternoon meetings AND face-to-face & virtual meetings).

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).

For this question, develop you response identifying and listing the ways you include parents with planning. Use the prompts below to help develop your statement:

- Start by developing a Parent Advisory Council (Invite a select number of parents that will come together periodically to give insight on parent’s needs and plan workshops that will meet those needs. Most Parent Advisory Councils have between 7-9 parents (add odd number for voting) that will act as voices for parents.
- Describe the process of HOW you invite ALL parents to Focus Group meetings that are designed to plan ahead for the school year. This will allow parents to ask questions and give suggestions on important topics such as Student Data Sharing, Parent & Family Engagement Policies, School Compact Reviews/Update, 1% Parent Engagement Budgeting Suggestions, Testing & Assessment Support for Parents.
2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

For this question, develop you response by utilizing information from two places, the Budget Allocation Spreadsheet and the ACIP Strategies section.

- The Budget Spreadsheet that principal’s submit to Finance & Federal Programs, requires budgeting funds on the appropriate line items. The Family Involvement/ 1% Funding is at the top of the Spreadsheet. Funds can be allocated by funding a Parent Coordinator, Parent Technology, or Parent Materials & Supplies. This section must include what that budget spreadsheet indicates.

- The Strategies section of the ACIP should include an Objective or Critical Initiative that includes Parent Engagement. The strategies of how funding will be used should be noted in the critical initiative strategies. This section must include what Parent Engagement strategies are listed to achieve the Goals or Critical Initiatives.

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))

For this question, develop you response by stating:

- The routine process of providing parents information about the academic curriculum and assessments?

- How student expectations and student achievement relayed to parents.

- How parents are made aware of how they can request a Parent Conference about their child’s education.

- How parents are invited to participate in their child’s learning.

- How the school sends home information in a language parents can understand?

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))
For this question, develop your response by stating:

- The School-Parent Compact is jointly developed with Title I parents (Name your dates/months you have Focus Group meetings for this cause).
- How it is used (Compacts should be used during Parent Conferences & Student Conferences to remind each person what the goal is and how/what they are doing to meet that goal)
- Review and Update (This should be done during a Focus Group to update for the upcoming school year. Review to see what needs to be included or any changes).

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

For this question, develop your response by stating:

- What type of surveys, suggestion boxes, emails, etc. are in place for parents to submit comments about the ACIP?
- Tell how the school notifies parents about ways they can comment or give suggestions/input.
- Tell how you address these parent comments and in what platform do you keep parents updated.

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.

This is a the 1st part of a 5 part question, you will answer the last part in the last paragraph:

- Tell how you provide workshops and training to parents on how to work with their children. (Trainings such as literacy, technology, math, etc.)
- Tell what kind of materials and supplies will you provide to parents in supporting this training or what have you purchased with the 1% Parent Funds to help parents better help their children. (i.e. student agendas, communication folders, etc.)
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.

This is a the 2nd part of a 5 part question, you will answer the last part in the last paragraph:

- Tell when you will provide Parent Engagement Staff training to all employees certified and classified. Staff training must be completed by October 31st.
- Recognize that you will use the District Parent Engagement PowerPoint. (Principals, Asst. Principals and Parent Coordinators have access to this PowerPoint)
- Include the agenda topics which include Building Parent Partnerships, Communicating Effectively with Parents, and creating a Positive Professional Culture.

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.
This is a the 3rd part of a 5 part question, you will answer the last part in the last paragraph:

- Tell how your school incorporates parent involvement with programs such as Special Education, English Learners, Child Nutrition, and other federal programs.
- Tell how you involve parents to participate in other activities such as Book Fairs, American Education Week, etc.
- Tell how you involve, notify, and encourage parents to utilize the Parent Corner to stay abreast of the student and parent events at the local 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.

This is a the 4th part of a 5 part question, you will answer the last part in the last paragraph:

- Tell how information (what platforms are used) to notify parents about parent programs, parent meetings, and activities is sent to parents.
- Tell how often before the event parents receive notification.
- Include if and how a reminder is sent home.
- Include if the information is sent in another language other than English.

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.

This is the 5th part of a 5 part question, you will answer the last part in the last paragraph:

- Tell how parents may receive additional support (as a follow-up), if requested regarding parent activities, workshops, or trainings.
- Tell where parents can submit their request and include a contact person if applicable.

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))

For this question, develop you response by stating:

- Tell how your school encourages and makes provisions for parents of English Learners, Special Education, students with disabilities, etc.
- Include how information and meetings can be made available and explained to them.
- Include Focus Group information such as test and assessment information, School Reports, etc. in a language they can 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.

- Yes
- No
eProve™ strategies: Goals & Plans

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

- NO