



2021-2022 AMS Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

Ashville Middle School
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Instructions

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

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

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

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The planning committee recognizes the importance of analyzing the effectiveness of the plan through periodic review. The committee has developed the plan in a manner that will allow it to serve as a cornerstone for the overall school program. Accountability objectives will serve as a primary indicator of effectiveness of the school-wide plan. The ACIP will be discussed at the Title I information meeting, and will be available for viewing and commenting during Title I, parent meetings as well as during the entire school year. The plan will be posted online and linked to the school website. Monthly reviews will be made based on the evaluations and current data. Parent representation will be utilized as team members for the ACIP.

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

Strengths and weaknesses were identified according to the student assessment data. Strengths and weaknesses were identified in Math, Reading, Science, and student discipline. Teacher attendance and teacher turnover both were identified as strengths of Ashville Middle School. Student discipline and our Advisory Program are areas of strength at AMS. Parent, Student and Staff surveys were analyzed to help identify the perception of the school and the area of needs.

3. What conclusions were drawn from the results?

According to the 2020-2021 ACAP scores, ELA was an overall strength and math was not only a weakness at AMS, but scores were low statewide. We scored the highest in 5th and 8th grade ELA. 5th and 7th grade ACAP math scores was an area of strength. compared to both the state and county We had the highest math scores in the county in both 5th and 7th grade. We also led the county and scored above the stated average in 8th grade science. Overall AMS scored above the state average in 7 of the 10 ACAP test given at AMS. 7th grade ELA, 6th grade Math and 6th grade science were the only test that were below the state average, with 2 of the three only 1% less than the state average. The total number of discipline referrals increased from 168 to 192.

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

It was concluded that seventh grade reading scores and 6th/8th grade math scores are the lowest scores in the school this past year. Therefore, we will be focusing on math, reading and science. Another focus will be continuing to close the gap

between the whole student population and the special education subgroup. ELL students will continue to be a focus throughout the school year.

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

The goals are connected to prior needs by focusing on both Reading and Math. Closing the gap between whole student population and the special education subgroup. has also been a focus in the past. ELL will continue to be a county wide focus.

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

Several types of data were analyzed to write the goals of Ashville Middle School. ACAP, Scantron, ACCESS, AAA, student discipline, and surveys were used to write this years plan.

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

Ashville Middle School is a school wide Title I school, so the goals addressed will meet the needs of the whole student body population. We will focus heavily on Math, Reading and Science. AMS will also set goals to help close the gap between the whole school population. the special education subgroup and ELL students.

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.

Ashville Middle School's main objective will be to increase academic proficiency across all disciplines with a focus on reading, math and science. We will be aligning standards and resources across the county. All teachers will be submitting Unit Plans. These Unit Plans will be posted beside each classroom. Teachers will also post learning target and Before, During and After activities. Teachers will be focusing on Strategic teaching strategies in all classes. All grades will be incorporating Microsoft Teams and the Microsoft Office 365 in their classrooms. Online Keyboarding program and iXL will be used to assist teachers with instruction. Students that are struggling readers will be working with the intervention teacher with an online remediation program called Lexia. AMS hired an additional 2.61 teachers using Title I funds to help reduce classroom size.

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.)

Enrichment Class - All students will be scheduled enrichment during the day. During this class, the students will experience a variety of enrichment activities. Enrichment activities will include art, music, computers, DARE, 4-H, guidance curriculum, math enrichment, reading enrichment and other assorted activities at the teachers discretion. All 7th and 8th Grade students will participate in a basic technology class. Computer Science is another course offered to all 8th grade students. Enriched and Accelerated Curriculum - Selected gifted and accelerated students are offered an enriched curriculum that includes gifted program services and advanced classes. Select students who excel in math and/or Language Arts are given the opportunity to take advanced classes in both seventh and eighth grade. Art, Drama, Computer Science and Technology will be offered to all 8th grade students. An Introduction to Technology course will be taught to all 7th grade students.

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**.

The school provides before and after school tutoring for any student that is struggling academically. This is provided 2-3 days a week for any student that needs help in Math or Reading. A summer tutoring program was offered for all students during the summer. Math, Reading and Writing was the main focus during the summer tutoring program. Transportation was provided for the summer tutoring program.

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

Migrant Program- Migrant funds are used to provide focused supplemental supports, in reading and mathematics, for migrant children. Migrant students attend a five/six-week program to decrease the loss of math and reading skills in the summer and to provide interventions to increase academic progress in reading and math. In addition, enrichment activities are embedded in the program to provide educational opportunities that may otherwise be unavailable to these students. Migrant personnel, including a director, recruiter, teachers, and aides are funded through Title I-A, along with funding for job-embedded professional development opportunities. The goal of St. Clair County Schools English as a Second Language (ESL) program is to provide equitable opportunities to students who have a primary or home language other than English, and who are Limited English Proficient (LEP) or Non-English Speakers (NES). The primary focus is to provide an English-rich environment to encourage English proficiency as quickly as possible. Four full time EL certified teachers, along with four bilingual aides are employed to work with the EL students in the St. Clair County school system. The ELL teacher that is assigned to Ashville Schools evaluates and assess all EL students to determine their English proficiency and when necessary, develops a plan to support the students (IELP). These individuals attend professional development opportunities during the summer, prior to school, and during the school year. In addition, an EL summer camp is provided for our EL student population . All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pulled out by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier II or Tier III intervention. Analyzing the data from the ACCESS for ELLs test of English proficiency shows that over 82% of EL students improved in at least one domain. Over 50% of students improved in the Speaking domain, which historically is the lowest scoring domain in the district. Looking at Ashville Middle school data, 100% of AMS 7th grade students improved in the Speaking domain and 100% of AMS 8th grade students improved in the Reading domain. Title I-A funds are used system wide to improve academic progress. Eligible schools use Title I funds for supplemental instructional materials, technology, additional staff, professional development, parent involvement programs and materials, and extended day/year programs. Several means by which this is done is outlined below. Title I-A funds are used across the system to provide additional teachers to meet academic needs and in some cases reduce class size. These units are used in some Title I schools at the discretion of the school ACIP committee. Some uses of these funds is as follows: • These teachers will be hired to provide additional instructional support for students in Title I-A schools. • Teachers and/or retired teachers will be hired to provide intervention to identified students. • Instructional assistants will be

assigned to teachers and duties by the principals. Teachers will supervise the instructional assistants assigned to them. • Tutors will be hired to provide instructional intervention both during the regular school day and in some schools during summer programs. Secondly, Title I-A funds are used, system-wide, to purchase resources and needed services at Title I schools. This additional financial support is often used to provide instructional substitutes for Title I teachers, instructional materials for Title I teachers, instructional materials to support evidenced-based programs, library books, computer hardware, computer software, and tutors, all of which are indicated by the individual school's needs assessment. Professional development for Title I teachers is another funding target of Title I-A funds for the system. Funding for job-embedded, sustained, on-going professional development to meet professional development needs as described in each respective school's ACIP, is a priority. Title I funds pay for substitutes for Title I teachers, as well as travel reimbursement and registration costs for identified personnel. A district-wide family engagement/ homeless liaison is another resource for St. Clair County Title I schools. The liaison works with Title I schools in developing a parental engagement plan for each school and for the district. Any homeless students in the St. Clair County school system who may need to be transported to their "school of origin" are transported. The funding for this transportation is a cost borne by Title I-A. Lastly, to streamline paperwork and allow the flow of information from the central office to Title I schools and back, the St. Clair County school system provides an electronic documentation storage system for all title I schools. This system will allow schools and the district to sync materials and resource documentation to more efficiently meet and manage deadlines and federal regulations for compliance. The goal of Title IV-A is to provide all students with access to a well-rounded education, improve school conditions for student learning and to improve the use of technology in order to improve the academic achievement and digital literacy of all students. The St. Clair County school system meets these goals by providing counselors Project C.O.P.E. This is a partnership between JBS Mental Health Authority and St. Clair County Schools. Project C.O.P.E meet with identified students to build resilience, self-control, empathy, coping skills, anger management skills, etc. To meet the goal of a well-rounded education, Title IV-A provides funding for STEM, STEAM, robotics, science and mathematics kits to support exploratory and problem-solving learning experiences. These resources are provided for any middle and/or high school upon request and to support the advanced curriculum components of our schools. Lastly, a portion of the Title IV-A funding is used to provide funding for technological devices to improve and/or enhance instruction to build technological capacity and infrastructure. Homeless funds, if allocated, are used to purchase needed supplies for those students identified as homeless. This may include school supplies, clothing, and transportation costs if needed.

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 EL teacher works closely with the general education teacher on the progress of the English Learners. The EL teacher provides feedback to the parents and work with our translators to provide information to parents in a language they can understand.

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

The teacher turnover rate is usually low for Ashville Middle School. We had a total of 4 vacancies this year. Two teachers retired and we had two teachers that were non-renewed. Due to the decrease in the number of students from the previous year, we were only allowed to fill three of the 4 vacancies. Turnover rate was less than 10% this school year.

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

Ashville Middle School currently employs 33 teachers, administrators, and support personnel. Over 50% of the teachers and administrators have a Master's degree or higher and 100% of the teachers are highly qualified. We currently have 2 teachers that are National Board Certified in Math.

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)?

The St. Clair County BOE will offer competitive salaries and benefits that promote the recruitment and retention of quality education employees. The county Personnel Director will attend "recruiting days" at four teacher colleges to broaden the applicant base and survey each school to determine hard to fill areas. Job postings will be done via ALSDE website using Teach in Alabama. School administrators will examine assessment results and place highly qualified teachers into high need areas. Internal applicants will be given first priority when appropriate. The St. Clair BOE seeks to hire certified teachers as subs when appropriate. Positive promotion and marketing of individual schools will be utilized when interviewing applicants. Applicants will be interviewed using a representative interview committee comprised of the principal, assistant principal, counselor, grade level and subject matter teachers.

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

An area of focus at AMS has been student engagement and motivation. AMS was able to send 7 teachers and staff to the 2021 Nuts and Bolts Middle School

Symposium. The main focus of the symposium is to increase student engagement. The use of technology is another area of focus for AMS. This continues to be an area of need with COVID. All teachers in St Clair County were required to attend the Technology conference as part of the in-service days before school started. The conference provided training in the many new programs that are being implemented throughout the school. We were able to see improvements throughout the school year, but this will continue to be an area of focus in the 2021-22 school year. Several PD days were offered throughout the summer for teachers. Many of the teachers attended A plus training, AMSTI, AIMS Web, new course of study training and other various workshop. AMS currently has 4 math and science teachers working toward STEM certification. Several teachers attended local workshops provided by St. Clair County Board of Education that followed the LEA professional development plan.

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

Many great professional development opportunities were provided throughout the summer for all teachers and staff. Staff are encouraged to seek out and attend professional development opportunities throughout the school. Several teachers attended A plus training, AMSTI, AIMS Web, new course of study training and other various workshops the counselor is scheduled to attend the counselor convention in November. The math teachers attended training during the summer on the new course of study. The faculty and staff will continue looking for opportunities to develop as professionals and improve instruction. Science teachers have attended the Alabama Math Science Technology Initiative training during this past and previous summers. They will be attending follow up training throughout the school year. Several teachers attended local workshops provided by St. Clair County Board of Education that followed the LEA professional development plan. Teachers and staff will continue to provide follow up trainings with the staff during monthly faculty meetings.

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

The school district has a mentor/mentee program for all novice teachers. The novice teacher is paired with a mentor during their first year of teaching. The mentor/mentee meet throughout the school year and collaborate using OneNote. Each new teacher to our school is assigned a veteran mentor teacher. The mentor teacher assists the teacher in learning the routines and school culture. They assist with setting up gradebooks, parent notification, developing syllabi, assisting with discipline issues and serving as a general resource.

12. Describe how all professional development is “sustained and ongoing.” Professional development will be sustained and ongoing throughout the school year in SEAL meetings and professional development days set aside by the district. The staff is encouraged to attend conferences and workshops to assist them with their instructional strategies. Additionally, the county has help provide extra training through Title II funds.

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.

8th to 9th Grade Transition - Throughout a student's eighth grade year, emphasis is placed upon preparing students for the transition from middle school to high school. Students are increasingly and progressively offered the opportunity to acquire more responsibility for their actions. Students are allowed the opportunity to visit the high school for orientation and assistance is provided in the development of student schedules. The 8th grade students complete a four year plan in Kuder. Transition of students from 4th grade to 5th grade - Fourth grade students from AES visit AMS during May. They are taken on a tour of the facility, allowed to meet the 5th grade teachers, meet with the principal and counselor, and visit classrooms. Approximately two weeks before school starts, students are invited to the school for orientation/registration. A meeting will be held by the principal to provide parents and students with information about AMS. This is also a chance for parents and students to ask any question about Asheville Middle School. During such time they are allowed to meet their teachers, visit classrooms, pay for lunch, purchase lockers, and practice their schedule. During the first week of school, fifth grade students are allowed more time between classes to learn the routine. Fifth grade classrooms are centrally located and are close to bathrooms, the library, computer lab, and the lunchroom to assist in daily transition.

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

(N/A for Elementary Schools)

N/A

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

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

The school will evaluate the implementation of the schoolwide program through various methods. The principal and assistant principal will conduct walkthroughs and evaluations periodically through the year. The school will be using both the Eleot and school created walkthrough form. Central office staff will conduct walkthroughs each semester. The school will host the yearly Title I meeting in the fall. The ACIP is a working document that will reviewed throughout the school year.

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?

Ashville Middle School analyzes data from the ACAP, Aims Web and PowerTeacherPro grades to help identify students that are struggling. We monitor these students through PST, IEPs and 504 plan. AMS uses Campfire to help monitor students progress. Ashville Middle School is dedicated to help all the students transition for elementary to high school and prepare them to be college and career ready.

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?

Revisions may be made at anytime if a concern arises because the ACIP is a working document. If a concern or need arises, the ACIP team will meet and the necessary changes will be made. The ACIP team will meet to amend the Title I budget throughout the year as needed. Any changes to the budget will be uploaded in this diagnostic.

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

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

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

State allocated teacher units for Asheville Middle School are 18.91. In addition, there is a full time principal, 0.5 assistant principal, counselor, media specialist that are state earned units. The state funded units are placed based on the earned units at Asheville Middle School. Federal funding is used to hire an additional 2.61 teachers, material/supplies, and other areas identified. ESSER III pays for 0.82 of a teacher unit for the 2021-2022 school year.

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).

Asheville Middle School integrates violence prevention programs into the school in a variety of ways. Asheville Middle School 5th and 8th grade students participate in the D.A.R.E. Program and receive education related to resisting drugs and violence. 8th grade students participate in the "We Win" Presentation on Drug Awareness. 7th and 8th grade students will participate in Drug and Violence Prevention programs provided by the Alethia House during exploratory classes. Each grade level also receives a yearly lesson from The Children's Place, Inc. related to the prevention of violence and child abuse. The Alabama ABC board is scheduled to conduct two school wide assemblies in the fall that will focus drug/alcohol abuse, bullying, suicide, and social media use. These programs are coordinated through the Asheville Middle School Guidance and Counseling Program and are provided in addition to individual and classroom guidance and counseling services provided by the local school counselor. Information related to nutrition is available through the school lunch program. A website is available to parents and students that provides nutrition information regarding school lunch and breakfast menus, in addition to information on healthy nutrition at school and away from school. Monthly menus are distributed to students to take home. These menus include healthy nutrition tips. Nutrition information is also discussed through the physical education program at Asheville Middle School. Information on Housing Programs, Headstart and Adult Education is available to all families at Asheville Middle School through our Community Education Coordinator, Anita Wilson. Each family receives a monthly newsletter that includes information on the availability of these resources. Vocational education, technical education and job training is available to students in Asheville Schools beginning in high school. Asheville Middle School students have access to the Kuder Navigator Program that allows them to begin researching careers and the types of education and training that is needed for various careers. Before completing 8th grade at Asheville Middle School, each student is provided the

opportunity to complete Interest Inventories and skills inventories through the Kuder Navigator Program.

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

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))

We will be having two meetings to allow all parents the opportunity to attend. We will host one meeting at 7:15am and the other meeting at 4:30pm. This will allow parents to attend before or after work. We will advertise this meeting the following ways: Email, newsletter, parent callout using Blackboard, post on the sign in front of the school and the AMS webpage. During these meetings, parents will be allowed to assist in the planning of the ACIP as well as give input on how the Title I funds will be used. The district will also host a Title I set aside meeting inviting parent to give input on the distribution of the district Title I funds.

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.

St. Clair County School System will take the following actions to involve parents in the process of school review and improvement: - conduct parent conferences - conduct the Annual Title I Parental Involvement Meeting - conduct Statewide Parenting Day - survey parents of their needs and offer training to address those needs - conduct faculty meetings to discuss ways to consistently communicate with parents through newsletters, syllabi, and through blackboard - contact parents through Blackboard(email, callouts, text). newsletters, social media, and website to remind them of scheduled meetings. - Provide monthly newsletters to parents with academic and social help aids.

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).

Noting the necessity of family and parent engagement in improving student achievement, strategies to increase parental involvement are implemented. St. Clair County School System schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development. An annual parent meeting is conducted to review each school's status, school assessment data, and federal requirements. Parent input is a vital component of the annual meeting. In the first Parent-Teacher Conference of the school year, parents and students are provided state and national test results from the previous year and review the School-Parent Compact. Every parent will be

invited to meet with teachers. Teachers and administrators will make every effort to contact parents for conferences.

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

The 1% set-aside allocation will be designated to parental involvement. We have decided as a system to designate these funds for a parental involvement coordinator. We work closely with the parental involvement coordinator when scheduling meeting for parents. She also helps purchase supplies and materials for students who are in need.

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))

Translators are funded through local monies and are used to communicate with parents and students when necessary as well as provide written forms of communication in student and parents home language. The school also provides all forms in Spanish as well as the School-Parent compact. The school works closely with the EL teacher in providing parents with information that is needed. Each school in the St. Clair County School System will provide assistance to parents and family members in understanding topics such as the following: - College and Career Ready Standards (CCRS), state and local academic assessments including alternate assessments, grading procedures, and strategies for monitoring their child's progress. All schools will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards).

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))

A committee was developed to review and revise the School-Parent Compact before school started.. The committee consisted of teachers, parents and administrator. The School-Parent Compact is distributed at the beginning of each school year. A school translator translated the School Parent compact into Spanish for our non-English speaking parents. The system requires to have the document signed by a

parent, student and teacher, and returned to the school. It serves as a periodic reminder of all stakeholders responsibilities. The School-Parent compact is discussed during the annual Title I meeting. The parents are encouraged to provide feedback.

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

Should a parent wish to comment or express concerns or recommendations regarding the Continuous Improvement plan he/she should feel free to contact the principal or any committee member and arrange a time to discuss the concerns. If the parent is not satisfied with the results from the meeting he/she may notify the principal in writing within 5 days of the meeting. A meeting between the parent and the remainder of the available committee members may be convened to address the concerns. If the parent is still not satisfied he/she may submit their concerns to the Federal Programs Coordinator. The FP Coordinator will forward concerns to the Federal Programs Section at the SDE.

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.

At the start of each school year, each teacher invites his / her parents to an orientation for the new school year. Important information concerning academic standards, formative and summative assessments, and communication tools to assist parents in monitoring their child's achievement is given to parents through verbal information and handouts. In addition, opportunities for parental involvement are discussed and encouraged during orientation. The county-wide parent liaison and translators are also available during orientation. PowerSchool Parent Portal and BlackBoard information is shared with parents through our monthly newsletter. Teachers also provide parent meetings to offer explanation of state content standards, assessments and how to support their children in mastering the grade level expectations.

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, specialized instructional support personnel, principals, and other school staff will become more proficient in communicating with parents through developing and presenting evidence-based strategies during Parenting Month and parent meetings focusing on specific topics. Communication between home and school will strengthen through these face-to-face meetings. Additionally, school personnel will continue to communicate with parents via phone calls, remind apps, emails, social media, and the website.

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.

The system-wide parent involvement coordinator supports the effective involvement of parents and helps to establish a partnership among the school, parents, and the community to improve student academic achievement. The school administration and parent involvement coordinator work collaboratively to 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.

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.

Funds are designated to our parent involvement liaison who maintains and coordinates parental involvement series supplementary to those provided at our school. Ashville Middle School hosts both Doughnuts for Dad and Muffins for Mom. These are opportunities for parents to come to school with their child and see the teachers. AMS will also host an Open House/Meet the teacher at the beginning of the year. The parents will have the opportunity visit each teachers classroom. Parents will have the opportunity to schedule teacher/parent conferences at anytime by contact the school office or contacting the teacher.

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.

Ashville Middle School send home progress reports every 4.5 weeks and report cards every 9 weeks. We have parent portal in Powerschool. We sent login information home with every student on with the first progress reports. We hold an annual Title I meeting for parents and offer parents the opportunity to attend and help plan for the next school year. We offer parents the opportunity to setup conferences with staff and administration as needed throughout the school year.

We provide an updated website and monthly newsletters for parents. Information on all school meetings, parent notices, etc. is sent to parents in the most appropriate language. Additionally, the ELL teacher assists in communication with parents as needed.

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))

Upon request and/or notification of need, Ashtville Middle School will go to the extent and exercise what is practical to ensure that information is provided to all parents in a format for which they are most familiar and most easily understood. Students with disabilities are serviced with an IEP or 504 plan. Meetings are held yearly to address these plans and make any changes that are needed. These teams can meet at any time if requested by the parent or teacher. Students with an IEP also receives progress reports every nine weeks from their case manager. The EL teacher helps with providing information to both EL students and Migrant students. Parents will be reminded of scheduled meetings through phone calls, text messages, emails, newsletters, social media, and the website. TransACT will be used to communicate with non-English speaking parents. In some cases, parents may be afforded an interpreter during meetings to be funded by local funds.

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.

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)
 Coordination of Resources 2021-2022		•
 English parent compact		•
 Spanish Parent Compact		•