

## 2019-2020 Title I Schoolwide Diagnostic for ACIP \_09162019\_12:20

2019-2020 Title I Schoolwide Diagnostic for ACIP

### **L. E. Willson Elementary School**

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## 2019-2020 Title I Schoolwide Diagnostic for ACIP

### Instructions

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

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

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

## 2019-2020 Title I Schoolwide Diagnostic for ACIP

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

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

The process used to conduct the comprehensive needs assessment includes the analysis of test scores, formal and informal surveys, iNow (Information Now) reports, evaluation of school curriculum, and school programs for the 2019-2020 school year. The focus of this needs assessment includes the achievement of students in relation to the state academic content standards and the state academic achievement standards. Annual assessments include Scantron Performance Series for reading only, the ACAP State Assessment, and ASPIRE Interim assessments each nine weeks.

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

The results of the comprehensive needs assessment were: For the 2018-2019 school year, L.E. Willson students scored higher in math than reading on the Scantron Test. 70% of 3rd grade students were proficient in math. 46% of 5th grade students were proficient in math and 53% of 6th grade students were proficient in math. Only 38% of 4th grade students were proficient in math. This was 10.77% below the state proficiency level. Reading proficiency was below the state proficiency level in all grades. Teacher climate and culture survey results from the 2018-2019 school year indicated the following items as priority needs: to personalize instructional strategies and interventions to address individual learning needs of students. to utilize a variety of technologies as instructional resources, to utilize a consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria, to use multiple types of assessments to modify instruction and to revise the curriculum and to regularly engage families in their children's learning progress. During the 180 school days in the 2018-2019 school year, L.E. Willson Elementary School's enrollment was 361 students. The percentage rate for attendance was 93.5%. The first month of school for 2018-2019 reflects a 96.3% attendance rate with 361 students. There were 134 students in ISS during the school year at L.E. Willson Elementary School. Of the 161 incidents, 17 warranted out-of-school suspensions. There was eleven alternative school placements. The curriculum at L.E. Willson Elementary School is designed to follow the scope and sequence of the Alabama Course of Study for each grade and subject, the components of the Alabama Reading Initiative Program (ARI), Laying the Foundation (LTF), Equip, Empower, and Expect More (E3), Alabama Math Science and Technology Initiative (AMSTI), and standardized tests.

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

L.E. Willson Elementary School's academic programs are strengthened by student attendance. The high attendance rate reflects a successful effort on the part of administration, teachers, and parents. The teachers at L.E. Willson Elementary School are dedicated to being in school and are committed to offering a high quality education for the students. In considering the family poverty level and the parental educational level, the majority of students at L.E. Willson Elementary School fall into the At Risk category.

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

Based on analyzing the data; perception surveys, state testing results, and free and reduced lunch rates the following prioritized needs were concluded: -utilize various types of measurements including real world tasks, common assessments, comparison assessments, and trend assessments-revise goals multiple times throughout the year-revise assessment practices to include more project-based learning-create policies and procedures for using data to impact

instruction-create process to ensure data from authentic assessments is used-mentoring and coaching for all staff-communicate information regarding student learning to stakeholders

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

The school goals were created by looking at our priority needs and the results from our needs assessment, state assessments, as well as, in house assessments. The goals for 2019-2020 are----- These goals are connected to the varied assessments by-----

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

Our school goals were created in coordination with our district goals by analyzing a variety of data which indicate a need or special value of importance. The following types of data were used in compiling these goals: Scantron Performance Series, Achievement Series, DIBELS, STAR Reading, progress monitoring, unit tests, formative assessments, and faculty, parent, & student surveys.

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

Since L.E. Willson is a full Title school, rather than targeted assistance, the goals we have for our school will include all of our students. Any special recognition that we have would inherently be for disadvantaged students. These goals address teachers; through PD, which should help them become more effective teachers to all students. Academic goals are based on specific deficiencies indicated by scores from multiple sources which focusing on improving scores as a whole.

## 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.

Teachers base tiered instructional lessons from pretest and retake assessments, ASPIRE Interim assessments, daily classwork, teacher observations and the results from formative classroom assessments. Teachers then differentiate instruction based on individualized needs of students. Materials and resources will include, but is not limited to, technology resources, textbooks, Gifted Educational Specialist, and trade books. This strategy will be monitored by formative assessments. Each nine weeks progress will be monitored by report cards and ASPIRE Interim assessments. Accelerated Reading - Students read a book, take an AR Quiz, and get immediate feedback. Teachers monitor and manage students' independent reading practice. During school tutoring - Students receive support from trained individuals for academic remediation or acceleration. This is conducted by trained community personnel from retired teaching positions. Guidance Counselor will meet weekly in whole group with all students and various small groups as needed. A local mental health provider will visit the school weekly and provide prevention services for identified students. AIM High mentors will be provided through Big Brothers and Big Sisters for students that have support needs and a local foundation will provide meals for students that are identified as needing assistance with food at home on the weekend.

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.)

Students identified for intensive reading intervention will be considered "at-risk." Some of these students will immediately be provided instructional assistance with remedial services while others will receive appropriate assistance from special education and/or general education teachers. Classroom teachers will daily assess the needs of individual students. Progress monitoring scores will be reviewed by the classroom teacher, literacy coach, principal, and grade level committee. When classroom interventions are unsuccessful, recommendations are made to the Student Services Team (SST.) Students are brought to SST which consists of counselor, special education teacher, literacy coach, principal, and classroom teacher. A goal is written based on prior interventions that have been utilized and deficiencies that still exist. New interventions strategies are recommended. A timeline is set to monitor progress, typically SST meeting one month later. A determination is made as to: - interventions have been successful in attaining goal - or new interventions are needed - or special education referral is needed. In order to meet basic needs, the school counselor will meet weekly in whole group with all students and various small groups as needed. A local mental health care provider will visit the school weekly and provide prevention services for identified students. AIM High mentors will be provided through Big Brothers and Big Sisters for students that have support needs and a local foundation will provide meals for students that are identified as needing assistance with food at home on the weekend. The Aim High Mentoring program is designed to support students who are lacking self-confidence, live in an unstable home environment, or are struggling emotionally. Mentors spend quality time with selected students in order to provide an opportunity for sharing their needs. Weekend food bags are distributed to selected students in order to ensure there is an adequate food supply away from the school setting. Special Education IEP's, 504 Implementation, and Advanced Curriculum Guides are provided by the ALSDE for all core subject areas in grades K-12. Advanced guides are available for each state standard. Differentiated instruction and strategies for moving students beyond the standard are available. Tiered Instruction - Teachers base tiered instructional lessons from pretest assessments, ASPIRE Interim assessments administered each nine weeks and results from formative classroom assessments. Teachers then differentiate instruction based on individualized needs of students. Materials and resources will include, but is not limited to, technology resources, textbooks, Gifted Educational Specialist, and trade books. This strategy will be monitored by formative assessments. Each nine weeks progress will be monitored by report cards and ASPIRE Interim Assessments to check standard mastery. The EL teacher for LE Willson provides one on one instruction for English Learners in reading and translation services between non-English speaking parents and classroom teachers. IXL is a intervention software program that designs an individualized learning path for each student. Teacher can make assignments accordingly and students work at their own pace. In school tutoring - Students receive support from trained individuals for academic remediation or acceleration. This is conducted by retired teachers. Accelerated Reading - Students read a book, take an AR Quiz, and get immediate feedback. Teachers monitor and manage students' independent reading practice. Communicate Legality of Truancy - Early notice documentation to parents of children who miss three days. On-time reporting to Colbert County Judge and JPO for students that miss seven days. Tiered Instruction - Teachers base tiered instructional lessons from pretest assessments, retake opportunities to reach mastery, and formative assessments.

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**.

L.E. Willson offers and promotes the following academic services which are available after the regular school day hours:  
 \*21st Century After-School Program\*  
 \*COARM\*  
 \*Provide a variety of on-line resources for additional academic assistance\*  
 \*Teacher web-pages provide links to academic resources\*  
 \*IXL logins are enabled from home

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.

The EL teacher for LE Willson provides one on one instruction for English Learners in reading and translation services between non-English speaking parents and classroom teachers. Advanced Curriculum Guides are provided by the ALSDE for all core subject areas in grades K-12. Advanced guides are available for each CCRS standard. Differentiated instruction and strategies for moving students beyond the standard are available. IXL is a intervention/enrichment software program that designs an individualized learning path for each student. Teachers can make assignments accordingly and students work at their own pace on standards that have not been mastered. The 21st Century after school program offers scholarships for economically disadvantaged. The school counselor will meet weekly in whole group with all students and various small groups as needed. A local mental health provider will visit the school weekly and provide prevention services for identified students. AIM High mentors will be provided through Big Brothers and Big Sisters for students that have support needs and a local foundation will provide meals for students that are identified as needing assistance with food at home on the weekend.

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.

Results are interpreted to parents through the district translator, or the EL tutor.

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

The turnover rate for the 2019-20 school year is 50%.

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

At L.E. Willson Elementary School, 100% of the faculty is highly-qualified as set forth by the Alabama Model for Identifying Highly-qualified Teachers, Alabama State Department of Education, June 2006. Out of the 28.29 certified faculty members employed at L.E. Willson Elementary School, 16 hold advanced degrees. 9 teachers have 0-4 years of teaching experience 3 teachers have 5-9 years of teaching experience 8 teachers have 10-14 years of teaching experience 3 teachers have 15-19 years of teaching experience 5 teachers have 20 or more years of teaching 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)?

All positions open for L.E. Willson Elementary School will be posted for specific periods of time. All practices relating to recruitment and hiring will adhere strictly to equal opportunity policies and regulations. Positions to be filled will be posted at the Central Office, the school office, through the Alabama State Department of Education, and on the Sheffield City School's website. Certification requirements and highly-qualified status will be checked by the principal and confirmed by the central office staff. All prospective employees must complete an application for employment. References and backgrounds of all prospective employees will be checked and fingerprinting required. All prospective employees of L.E. Willson Elementary School will go through a series of

interviews. The superintendent will make the final recommendation to the Sheffield City Board of Education. Strategies are in place with the Sheffield City School System to ensure that L.E. Willson Elementary School will hire highly-qualified teachers. Much time will be devoted by administrators and instructional staff to match students with specific needs to teachers with specific strengths. To strengthen skills, improve knowledge and refine effective practices in the classroom, on-going professional development will be planned throughout the year. This practice will insure that teachers are continuously improving teaching techniques and keeping current on research based effective teaching strategies. The staff of L.E. Willson Elementary School will continue to work closely with the University of North Alabama and Athens State University's educational programs giving teacher interns valuable experience in all areas of the teaching profession. In addition, Sheffield City School's Central Office personnel will periodically participate in recruitment day activities at the University of North Alabama. This partnership with the universities will continue to be used as a recruiting tool for high quality, highly-qualified teachers. The Sheffield City School District also has a teacher mentor program in place to support first year teachers. The mentor meets monthly with the mentee and administrators follow up on the meetings to ensure teachers are fully supported.

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

Upon completion of the state assessments, we organize a data compilation team and organize results for each grade and subject for all schools in the state of Alabama. We then use this information to make a comparison of schools by proficiency levels for each grade and subject that includes demographic information as well as socioeconomic status. This comparison is used as justification for school visits. During a school visit, we identify factors that may be connected to high proficiency levels or other measures of school success. Commonalities from several visits are used to drive PD as well as turnaround from each school visit. AMSTI, E3 (Equip, Empower, and Expect More), Walk-throughs, Turnaround Training from School Visit, community learning circles and the Alabama Reading Initiative also provides on-going PD throughout the school year.

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

Upon completion of the state assessments, we organize a data compilation team and organize results for each grade and subject for all schools in the state of Alabama. We then use this information to make a comparison of schools by proficiency levels for each grade and subject that includes demographic information as well as socioeconomic status. This comparison is used as justification for school visits. During a school visit, we identify factors that may be connected to high proficiency levels or other measures of school success. Commonalities from several visits are used to drive PD as well as turnaround from each school visit. Based on Scantron Performance and Achievement Series, as well as ASPIRE and classroom assessments we found that our Reading scores were either at or below the state average for all grades. These scores are even lower at our Jr. High and High School. This coupled with the data indicating Math and science scores that are at or slightly above the state average we implemented the following professional development: AMSTILTF (Laying the Foundation) Reading Action Team/Walkthroughs Turnaround Training from School Visits

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.

Teachers are provided professional development days to observe successful teaching strategies both within and outside the system:- new teacher full day orientation- teacher made manual for new teachers-mentor teacher assigned to new teachers-participate in training from Alabama Mathematics Science and Technology Institute- participate in COMP training- provide technology training-provide webpage training-provide special education inclusion model-provide training, re-



evaluate, and update the School Safety Plan-provide training on differentiated instruction-provide training on Gifted Education Program, referral process, and gifted characteristics

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

Three to four "Flex" days are required during the summer requiring teachers to attend approved professional development. Professional Learning Communities were implemented for the 2018-2019 school year. Teachers had the opportunity to select a specific PLC topic based on their needs and interests. Upon completion of the PLC, teachers will have an additional paid day off during Christmas Break.

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.

Students are awarded for attendance achievements. Awards can be redeemed for points in house competitions. PAWS clubs are determined at the first of the school year to encourage a student's creative side. Surveys are administered to assign club positions. Second grade students visit L.E. Willson in the spring for a "Welcome Tour" and 6th grade also visits the Jr. High for a "Welcome Tour".

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)**

### **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 Title I Schoolwide Plan for L.E. Willson Elementary School will be evaluated annually using data from state assessments and other indicators of academic achievement. The sub-committees of each section will meet at the beginning of each school year to review goals, examine data, and revise the plan according to student needs. In addition, the Federal Programs Committee will meet in the fall and spring of each school term to approve the plan. The Title I Schoolwide Plan for L.E. Willson Elementary School will be evaluated annually using data from state assessments and other indicators of academic achievement. The sub-committees of each section will meet at the beginning of each school year to review goals, examine data, and revise the plan according to student needs. In addition, the Federal Programs Committee will meet in the fall and spring of each school term to approve the plan. All assessment results are carefully reviewed and discussed by the principal, guidance counselor, reading coach, and teachers at faculty meetings, data meetings, in-service meetings, and grade level meetings. Parents receive individual profiles of their child's test results. Teachers make continual efforts to ensure that parents understand the skills, assessments, and scores. The school's assessment results are released by the Central Office to local media. Faculty members work together to respond to student needs, and are committed to providing an effective and challenging curriculum that supports student scores. All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater

than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%).

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?

Students experiencing difficulties will be addressed by the Student Support Team (SST) and the 504 Committee. Members of these committees will utilize results from SCANTRON Performance reading, ASPIRE Interim assessments, STAR Reading, formative classroom assessments, parent conferences and progress reports to assess individual needs and prescribe appropriate interventions. Students identified for intensive reading intervention will be considered "at-risk." Some of these students will immediately be provided instructional assistance with remedial services while others will receive appropriate assistance from special education and/or general education teachers. Classroom teachers will daily assess the needs of individual students. Students in need of strategic intervention will be progress monitored monthly. Progress monitoring scores will be reviewed by the classroom teacher, reading coach, principal, and grade level committees. Students experiencing difficulty related to academic achievement, behavior, or attendance concerns will be referred to SST by the classroom teacher. The SST will prescribe interventions and accommodations for teachers to implement and monitor through RTI Rails. If these interventions are not effective, the SST may refer the student to the special education coordinator to determine if testing for special education services will be warranted. Student assessment will continue to be on-going. Supplemental instruction will promptly be given to any student experiencing difficulty mastering academic achievement standards. Intervention will be provided by the classroom teacher, reading specialist teacher, interventionist, special education teachers, EL teacher, instructional aides, high school mentors, and/or volunteers.

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?

At the beginning of each school year, the faculty and School Leadership Team (including parents) meet and review standardized assessment data to include in the development of the school's Title I Plan. After the meeting, the team acquires data from all available sources for analytic comparison and Title I development culminating in the completion of the Title I Plan.

#### **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.

L.E. Willson Elementary School is proud of the many instructional programs used to enhance student learning while meeting the diverse needs of the student population. The curriculum at L.E. Willson Elementary School is designed to follow the scope and sequence of the Alabama Course of Study for each grade and subject, , the components of the Alabama Reading Initiative Program (ARI), Alabama Math Science and Technology Initiative (AMSTI), Equip, Empower, Expect More (E3) and standardized tests. The focus has been to extend the availability of technology to students and teachers, including a full-time technology teacher. L.E. Willson Elementary School's computer lab provides the students and teachers with internet accessible computers, an Interactive Board, projector, ELMO and Accelerated Reader (AR) access. The library at L.E. Willson Elementary School also contains computers which are available for research or AR purposes. There is one school lab with a total of 24 computers, two rolling Chromebook carts, and an iPad cart available

for student use. Each classroom has one or more computers with internet access, a LCD projector, an iPad, Turning Point student responders, and a Mimio interactive board. The Standardized Test for the Assessment of Reading (STAR) is administered three times per year at all grade levels to determine individualized reading levels and ranges. Teachers, along with the administrative team, analyze this data to determine student ability levels and progression of skills. In addition, the Gifted Specialist will utilize the scores to assist in determining eligibility for gifted services. The media specialist also uses these results to assist students in choosing books for the AR program. L.E. Willson Elementary School utilizes various research-based reading programs. The core reading program throughout each grade level is the Scott Foresman series. SRA Corrective Reading, Edmark, SPIRE, and Failure-Free Reading programs are utilized as research based materials for interventions related to the Alabama Reading Initiative. The school provides the 21st Century After School Program for third through sixth grade students. A nutritious snack is provided each day. As many as thirty students daily are helped to meet state and local student standards in core academic subjects through daily homework assistance, remediation, and a wide variety of enrichment activities that complement their regular academic programs including technology, service learning, science, health nutrition, art, and physical fitness. Some of the offered enrichment includes guitar lessons, sign language lessons, karate lessons, art lessons, and educational field trips. To provide additional educational experiences, the students are given opportunities to participate in field trips, as well as art and technology classes. Classroom project-based activities, such as Veterans Day and Black History Month are rewarding to the participants and the student body. L.E. Willson hosts academic nights throughout the school year. In the past, this has included a Write Night, Multicultural Night, and an Annual Research Fair hosted by the Gifted Education program. Character education is taught through the guidance program and is supplemented each morning by the school principal. To meet the needs of special education students, L.E. Willson Elementary School has 3 full time special education teachers and 2 aides who incorporate an inclusion method, small group, and differentiated instruction in the classroom. In addition, specific pull outs are available for teaching specific intensive identified students. Students who have speech and language needs work with an on site Speech and Language Pathologist. L.E. Willson Elementary School has a limited population of EL (English Learners) students. One part-time EL teacher works with these students in a resource room to meet their individual needs. There is also a full time gifted and talented teacher to meet the needs of the academically and creatively gifted students. The Student Support Team meets at least once every month. Additional meetings are convened to help meet the needs of the students. L.E. Willson Elementary School participates in the Alabama Math, Science, and Technology Initiative (AMSTI) to improve math and science efforts. AMSTI is research-based and incorporates hands-on strategies for teaching math and science. Teachers are required to complete a two-week training to receive year one science and math kits followed by additional two-week training for year two science and math kits. The AMSTI training is conducted during the summer so that teachers do not miss their instructional time during the school day. The Child Nutrition Program provides meals that meet one-third of the Recommended Dietary Allowances (RDA) for lunches and one-fourth of the energy allowances for breakfast. For the 2019-2020 school year, L.E. Willson received a Fresh Fruit and Vegetable grant providing the students with a healthy snack. The program adheres to all state and federal guidelines. L.E. Willson Elementary School has 100% of its students on free and reduced lunch. The cafeteria is inspected about every two months by the Colbert County Health Department. The score from the most recent health inspection of L.E. Willson Elementary School's cafeteria was 99.

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).

N/A

## ACIP Assurances

### Instructions:

By responding to the questions attaching evidence where required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

- YES**
- NO
- N/A

### **ATTACHMENTS**

#### **Attachment Name**

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[Leadership Team Members Signature Page](#)



[Parent and Family Engagement Policy and Plan](#)

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))

During the first month of school, L.E. Willson Elementary School will hold an annual meeting for all parents to inform them about the school-wide program, Title I requirements, 1% set-aside, and offerings. Parents will be notified of the meeting through (1) notices sent home with students, (2) public postings, (3) school website, and (4) the Crisis Communication System, and (5) social media (Facebook and Twitter). Topics discussed at the meeting may include:- Title I participation, its services, and parents' rights- An explanation of the school's curriculum, assessments, and the state's content standards- The school-wide plan- The school parental and family engagement policy- School-parent compacts- The Parent Resource Room- Parent Survey-Topics requested from the Parent Survey.Parent RepresentativesCommunity RepresentativeL.E. Willson

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.

1) The leadership and staff at L.E. Willson Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. The meeting format, driven by the parent survey, will vary to include informational seminars, question and answer sessions, and parent/child activities. The parent resource room is available during the school day for parents to check-out educational games for students and parenting books/videos, pick-up informative materials, select community agency brochures, and/or meet with the parent coordinator. To meet the needs of all parents, the L.E. Willson parent resource room will also be open during registration, night meetings, and open house.

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).

L.E. Willson Elementary School believes in involving parents in all aspects of its school-wide program. Two parent representatives serve on the school-wide advisory committee as active participants in the development of the plan. They serve from the first meeting of the school-wide committee until the end of the year. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. In regards to the Parental Involvement Plan, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents next year. Each year, the school-wide plan, including the parental and family engagement plan, will be reviewed and evaluated. Results of the parent surveys will be reviewed by the parent representatives and entire school-wide advisory council to determine needed changes. This process will continue on a yearly basis.

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

One percent of the LEA allocation targets Parental Involvement. Ninety-five percent of this allocation must be given directly to schools. However, 100% of Sheffield City School's Parental Involvement LEA funds will be divided between L.E. Willson Elementary School, Threadgill Primary School, and Sheffield Junior High. L.E. Willson Elementary School will use the LEA reservation of funds to engage parents in family literacy activities, parenting sessions, and community programs while also providing the salary for a parental involvement specialist. The parental involvement coordinator will also continue to extensively utilize community agencies and businesses to direct monthly seminars, family activities, and to make provisions for at-risk students. All parents will continue to have the opportunity to be involved in decisions regarding the Parental Involvement budget. The analysis of parental responses on the survey projects parental needs and will dictate

the program and expenditures for the upcoming year. The survey results will be tabulated and conveyed to parents at an annual spring meeting. In addition to survey results, parental responses from the suggestion box, program evaluations, and other communications are considered. The spring meeting of the Parental Involvement Sub-Committee, composed of parents and teachers, will review all results Parent and Family Engagement and make recommendations for next year's program and usage of funds. The sub-committee's recommendations will be taken to the spring Federal Programs Meeting, which will also have parent participants, for approval.

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))

During the first month of school, L.E. Willson Elementary School will hold an annual meeting for all parents to inform them about the schoolwide program, Title I requirements, the instructional program, the curriculum, and forms of academic assessments. Parents will be notified of the meeting through notices sent home with students. Parents will learn about the following subjects taught: reading, math, language, science, social studies, physical education, art, music, library, and technology. They will also learn how to schedule parent-teacher conferences and how to participate in decisions related to the education of their child. Parents will have access to a copy of the parental involvement plan. Classroom teachers will provide opportunities for regular meetings to review and assist in improving student progress.

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))

L.E. Willson Elementary School will review its school-parent compact annually. The compact will be designed to build and develop a partnership between the teacher, child, and parent. This partnership will help students achieve or exceed proficiency on the state's academic content standards. The parents, the school staff, and the students will share responsibility for improved student academic achievement. Each new compact will be developed through a coordinated effort of school staff members and the Parent Advisory Committee. The compacts will be discussed with teachers at faculty meetings. Each teacher will sign the compact signifying their commitment to the student and parent. In 2018, a new registration procedure was implemented through School Mint. Parents signed the School-Parent Compact online through School Mint. All parents were informed at the Annual Title One Parent Meeting in August that they may receive a copy of the compact if requested through the school office. Parents are instructed to electronically sign the compacts signifying their commitment to working in partnership with the school. During online registration through School Mint, students are instructed to electronically sign the compact or parents may sign for them. The completed compacts are saved through School Mint and are available for print as needed.

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

Each year, the L.E. Willson Elementary School Advisory Committee will meet to review, evaluate, and revise the school-wide plan. Two parents, representing all of the parents of the school, will serve on the committee. During the review process, all parents will be notified of the review in the parent communication notebook/folders. The notices inform parents of the following:- The school-wide plan is in the process of evaluation and revision.- A copy of the plan will be available for review in the school office, school library, parent resource room.- Parents will be encouraged to

give input regarding the revision of the plan.- If a parent finds the new plan unsatisfactory, they have the right to submit their concerns in writing to the school.

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.

L.E. Willson Elementary School will accomplish much of this through the annual parent meeting held at the beginning of the school year. At this time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding the school-wide program, services offered, and how parents have the right to be involved in their child's education. Families are encouraged to visit and eat lunch with their student at L.E. Willson any day; however, we have two specific days during the first month of school when parents and grandparents are especially encouraged to participate in a luncheon. L.E. Willson Elementary School will also offer a "Meet Your Teacher" opportunity allowing parents to meet their child's teachers, learn about individual class assessments, and identify their role in helping their child succeed.

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.

L.E. Willson Elementary School's administration, Parental Involvement Coordinator and the remedial reading teachers will continue to work with its teachers and staff through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and the fact that parents are partners in their children's education. All staff will be expected to welcome parents into the school, as appropriate, and to work with the parental involvement coordinator in meeting parents' needs for their children.

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.



L.E. Willson Elementary School coordinates the parent involvement program with other Federal Programs in efforts to provide more appropriate and beneficial services to all parents. Sheffield City Schools contracts a parent involvement coordinator to integrate programs and activities that encourage parental participation and support. A social worker is also contracted as a liaison between the school system and the Sheffield Housing Authority to aid with needs and providing support for at-risk students in public housing.

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.

L.E. Willson Elementary School has an EL teacher who coordinates the state course of study, state assessments, and the classroom curriculum into individualized lessons for identified EL students. The EL teacher, the Parental Involvement Coordinator, and the remedial reading teachers assist in communications with parents.

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.

L.E. Willson Elementary School makes every effort to work with parents in meeting their requests as related to their involvement in their child's education. Parent surveys are conducted each spring, requests made during parent meetings, suggestions placed in the suggestion box, and personal requests determine the type of meetings, seminars, make and take workshops, and parent/child activities for the upcoming year.

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))

In carrying out the parental involvement requirements, L.E. Willson Elementary School, to the extent practical, will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111, in a format and, to the extent practical, in a language each parent understands. All parental notices will be sent home in the language of the parent. Upon parent request, the Parent Involvement Coordinator will utilize interpreters, both on a volunteer basis and hired by the school system, at conferences and parent meetings. In addition, L.E. Willson Elementary School is handicapped accessible. L.E. Willson Elementary School will make every effort to accommodate parents and students with physical disabilities.

Special parking will be provided for handicapped parents and for parents with handicapped children. L.E. Willson Elementary School adheres to all board policies and will make accommodations for migratory students, as needed.

## 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)
 FY20 LEW		•
 Leadership Team Members Signature Page		• 1
 Parent and Family Engagement Policy and Plan		• 1