



# Title 1 Schoolwide Diagnostic for ACIP 2023-2024

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**Northside Intermediate School**

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## Instructions

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

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

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

## 2023-24 Title I Schoolwide Diagnostic for ACIP

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

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

The Alabama State Assessment, ACAP Reading and Math, was measured along with AimsWeb+ benchmark assessments that were administered to all students in Grades 3-5. Additionally, students are assessed formatively on weekly/unit tests from each program in each subject area.

The state ACAP testing is a summative assessment of mastery of grade-level standards while AimsWeb+ was used for progress monitoring throughout the year.

All Northside students took ACAP in the Spring of 2023 and AIMSWEB+ was administered to all Northside students in the fall, winter, and spring to chart mastery and growth of standards. Alternative assessments were available to be used in the event a student's IEP called for an alternative assessment. All formal assessments were administered in general education classrooms.

Students with IEP's that require small group settings were tested in the Special Education classrooms. Testing was conducted in the allotted time frames, with a controlled environment which included a test administrator, a proctor and no electronics.

An analysis of the ACAP results, progress monitoring information, classroom assessments and surveys were used to identify specific students and targeted areas of deficiency.

Individual Education Plans (IEP) were also catalogued and used to determine the action plan that Northside needs to follow to help our students achieve mastery of standards.

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

On the ACAP Reading and Math tests given in Spring of 2023, Northside scored above the state level in both Reading and Math in every grade and schoolwide (64% in Reading and 49% in Math). Although higher than previous years and higher than the state averages, this still leaves many students scoring below proficient.

Our beginning of year benchmark data is consistent with the ACAP scores with 70% of students being proficient in Reading and 64% in Math.

#### AimsWeb+ Results from Fall 2023

- Reading, 25 3rd Grade students that scored below 25% and have a SRIP plan. 4th grade has 17% score below the 25% and in 5th grade, 28% scored below the 25%.

- Math , 49 3rd graders scored below 25%, 25 4th graders scored below 25% and 40 5th graders scored below 25%

### ACAP Results, Spring 2023

- Reading, overall Northside had 64% score at grade level or above
  - 3rd Grade , 66% were proficient
    - 11% of students performed at level 1.
    - 22% of students performed at level 4.
  - 4th Grade, 56% were proficient
    - 13% of students performed at Level 1.
    - 26% of students performed at level 4.
  - 5th Grade 62% were proficient
    - 18% of students performed at Level 1
    - 24% of students performed at Level 4.
- Math , overall Northside had 47% score at grade level or above.
  - 3rd Grade, 59% were proficient
    - 16% of students performed at Level 1.
    - 24% of students performed at level 4.
  - 4th Grade, 40% were proficient.
    - 14% of students performed at level 1.
    - 13% of students performed at Level 4.
  - 5th Grade, 48% were proficient.
    - 19% of students performed at Level 1.
    - 9% of students performed at Level 4.
- Text dependent writing was a strength with 61% of all students performing at or above grade level.
- Discipline Reports
  - In 2021-2022, the number of discipline referrals increased from from 136 referrals to 310 referrals.
  - In 2022 -2023 the number of discipline referrals decreased from 310 to 109.
- Attendance Data -
  - 2021 - 2022 school year, 92% of students at Northside were absent less than 16 school days. (This is a decrease in 4%)
  - 2022 - 2023, 94% of students at Northside were absent less than 16 days. (improvement of 2%)

- Parent Surveys -
  - Overall survey results were positive
    - 94% of parents understanding their child's report cards and assessments and
    - 98% of parents state they know how and are able to get in touch with their child's teacher
    - 84% of parents state they are pleased with the culture and feel welcomed at the school

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

Overall, Northside Reading and Math scores have remained consistent with the AimsWeb+ measurement. Although our ACAP data results indicate Northside students achieving above district and state levels in both Reading and Math, there are still specific subgroups that are not performing at grade level. For instance, students who experience economic disadvantages demonstrate lower proficiency levels than other subgroups in both areas of reading and math. Northside is pleased to note that the achievement gap between students in poverty and students not in poverty was reduced from 35% to 23% in Reading.

Text-Dependent writing on the ACAP English Language Arts Test was our highest achieving area with 61% of students demonstrating proficiency. Overall, vocabulary is the area that scored the lowest for all students on the AimsWeb+. All grade levels scored the lowest in Math in the Algebra and Operations standard on the ACAP.

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

We are a school with many struggling, high-poverty, at-risk students. This population continue to grow along with our school enrollment. 69% of our students experience economic disadvantages. Our population of students has grown 12% since 2023 with an overall enrollment of 461 (increase from 423).

In addition to economically disadvantaged students, an academic gap also continues to exist between students with disabilities and peers without. Thus, strong support systems to empower students of diverse populations remain a priority in order to impact student achievement.

According to the parent engagement survey, stakeholder perceptions are consistent with students, parents, and the community; 94% either Strongly Agree/Agree that they feel welcome and safe at Northside. Stakeholders did express a high level of satisfaction with knowing expectations. Also, parents noted the levels of communication throughout the year regarding academic achievement results.

We are implementing our third year of Positive Behavior and Incentive Supports (PBIS) and students have enjoyed the tangible affirmations of positive behavior. A majority of the student population are engaged and bought-in to the PBIS model, working hard throughout the year to collect and spend Bulldog Bucks Behavior

points may also be earned, allowing for quarterly and mid-quarterly incentives to be reached. Stakeholders, parents, educators, and students alike have stated how motivating the PBIS program is at Northside, which in turn, positively impacts student achievement. Discipline office referrals have been reduced from a high of 310 in school year 21-22 to 109 in school year 22-23.

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

There are three school goals, all of which are focused on increasing student achievement. Reading and Math goals are set to increase mastery of standards for all students and the culture/climate goal addresses behaviors.

Reading Goal - increase the number of students that are performing at grade level on the ACAP state test.

Math Goal - increase the number of students that are performing at grade level on the ACAP state test.

Climate/Culture - decrease the amount of time students spend out of the classroom due to problematic behavior. Based on review data, it was determined that our focus for the 2023-2024 school year will be in reading and math with target groups being all students, specifically eliminating the achievement gap between economically disadvantaged subgroups.

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

Our AimsWeb+ data and our ACAP data are consistent with each other. The number of students (and which students) that are not identified as not performing at grade level is approximately the same when using either data source. Continuous review of data provided through progress monitoring, grade-level Savvas Math Investigations assessments, Benchmark unit assessments, anecdotal records, classroom work samples, SRIP monitoring and PST notes guide the goal as the year progresses.

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

Differentiated instruction provided by classroom teachers, special education teachers, and support staff focus on student needs.

Celebratory events are held throughout the year for behavior, academics, and attendance.

Procedures and guidelines are in place to address the needs of these special student populations. Students from any of these special populations will receive additional services as needed in addition to services that are available to all students in the school. This includes appropriate opportunities to meet the same

challenging state academic content and student academic achievement standards that all students are expected to meet. It will also be the responsibility of the enrolling school to ensure these students are provided with appropriate services that address their special needs.

## 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.

- 155 minutes of Tier I instruction daily for all students.
  - All students receive a whole group lesson with a comprehension, writing and phonics component. (Benchmark curriculum is being implemented to guide instruction of the standards). 3rd grade students also incorporate a Heggerty curriculum into their whole group lessons. (Phonemic Awareness).
  - Every student works in a small group setting with the general education teacher for approximately 20 minutes with each group activities differentiated to meet the students needs. Tier II occurs inside of the general education classroom and is offered to students that demonstrate a need for supplemental time to master standards.
- 20 minutes of Tier II
  - Tier II occurs inside of the general education classroom and is offered to students that demonstrate a need for supplemental time to master standards.
- 30 minutes of Tier III
  - Tier III occurs inside of the general education classroom and is focused on the Reading Horizons phonics curriculum. (All 3rd grade students that are below the 25% with BOY benchmark attend a Tier III lesson daily).
- Enrichment
  - Students that qualify for enrichment services work with an Enrichment teacher for 3 hours a week in both Reading and Math.

Math -

- 90 minutes of Tier I instruction daily for all students
- Savvas Investigation is the Math curriculum taught to all Northside students. Lessons include a launch activity, a whole group component, partner/small group work, workshops and individual practice. The goal for our teacher with this curriculum pushes the students into higher level of Depth of Knowledge (DOK 3 and 4).
- Enrichment



- Students that qualify for enrichment services work with an Enrichment teacher for 3 hours a week in both Reading and Math.

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.)

At-Risk students not only receive additional time with curriculum and work in smaller groups to maximize teacher interaction, but also have access to additional services through counseling multi-tiered systems of support.

- Tier I Counseling lessons are covered weekly with the total student population.
  - Research-based curricula are used in alignment with ASCA and College and Career Readiness Standards
  - All students will participate in Career Interest Survey and Holland Code Assessment
  - Students will also participate in school-wide career aspiration activities
- Teachers complete a quarterly needs assessment to refer students to Tier II counseling services.
  - Topics such as self-regulation, peer relationships, anxiety/grief, executive functioning & study skills, and social skills are address
  - Students participate in multiple role-playing and engaging activities, ranging from journal entries, games, group projects, and student-led behavior reflections

- Tier III students can be referred to the counselor by parents, educators, or administrators.
  - These students participate in individualized, targeted counseling services.
  - 20 extra minutes a week are provided to address needs that impede learning
- Counselor also is the primary contact between families and school when outside resources are needed (mental health, financial outreach, basic needs, etc...)
- Students who are experiencing difficulty mastering the State's academic achievement standards at advanced or proficient levels receive intervention in the classroom. Instruction/interventions are aligned with student needs and monitoring of progress is continuous. Intervention plans are designed, implemented, and monitored by the Problem-Solving Team. If students do not make adequate progress in Tier I then more intensive services and targeted interventions are provided in small group settings also. We may employ instructional aides and purchase technology programs or other materials to support learning of all students. For students who do not respond adequately to the targeted instruction and intervention, a referral to special education may be considered. The existing PBIS system was extended to include positive reinforcement more consistently throughout the building from all adults, not just from the general education teacher in the classroom. "Bulldog Bucks" can be earned and spent at the Bulldog Store; cashed in for rewards (extra free time; eating lunch with friend, etc). Problem behaviors are recorded to see if pattern exists that can be addressed. (time of day, type of infraction, ages of students involved, location, etc.) Expectations are stated and aligned throughout school for all 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.**

- Tutoring
  - available for at risk students October through April focusing on Reading skills in third grade
  - available for at risk students October through April focusing on Math skills in fifth grade
  - 30 minutes a session and offered three times a week
  - resources have been purchased and pushed out through the Google Classrooms to parents and student if they choose to work additionally outside of school. (Imagine Learning, IXL, Finish Line, etc.)
  - Summer programs will be available the month of June for any students that are identified as below proficient in Reading. Students will attend 4 hours daily for 4 weeks. At the conclusion of the summer program, data will be collected to help with subsequent year's placement.

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 majority of our at risk students qualify for both economically disadvantaged and Special Education. First procedures include ensuring that all basic needs are met (have eaten breakfast, are warm, etc.) Students are matched with an adult advisor that they can check in with daily. Often this is not just the classroom teacher, but also the counselor, the administrative team, the Specials teachers, PE coaches, etc. Once basic needs have been met, academic challenges are then addressed through the Response to Intervention model and with various support staff to supplement the classroom instruction.

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.

Northside has 29 students that are English Learners. These students and their families are worked with on a individual basis to ensure that parents, students and school understand academic achievements of the student. Documentation that is sent home is translated before being distributed. ELL Teachers and translators available in the system to assist parents with interpretation of test results. The school also attempts to communicate with non-English speaking parents in a language that they can understand by using RTT Mobile Interpretation Services. Finish Line curriculum has been purchased to help our EL students acclimate.

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

Northside replaced four classroom teachers and added one new unit this past school year. ( 5 out of 39 teaching positions)

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

Northside Intermediate is committed to hiring only certified teachers and placing them in their areas of certification. All of our staff are qualified as defined by the State Department of Education. The majority of teachers at Northside possess a Master's Degree. The level of experience has decreased significantly with approximately 25% of faculty with 3 years or less. 15% of our faculty has between 4-10 years with 60% of faculty with 10 years or more 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)?

Our administration visits job fairs around the state in order to secure interviews with the most qualified candidates for any open positions. Support is provided for new teachers by a mentoring teacher, as well as our Principal, Instructional Coach,

and Counselor. Teacher appreciation incentives are provided on a monthly basis to encourage and motivate teachers.

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

Academic data is reviewed as a school, by grade level, and with individual teachers. In addition, professional development surveys are completed by the staff. The combination of assessment data and teacher needs are both taken into account. The data is analyzed and professional development is provided to address the needs of our teachers, staff, students, and parents and to improve the quality of instruction at Northside.

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

PLC, professional learning communities meet weekly for 80 minutes; grade level planning meetings are held weekly for 60 minutes; faculty meetings are held monthly for 60 minutes, and curriculum meetings are held with Central Office as needed.

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.

New, or inexperienced teachers are assigned a mentor that meets with them bi-weekly. We also have an instructional coach who works with new teachers. Our Instructional Coach meets with new teachers monthly to discuss topics that are timely and ensure that pacing and curriculum concerns are addressed. The system employs a Math Coach that works with all schools and grades K-12. New teachers to Opelika attend a week long academy in the month of July to set expectations and explain materials and resources available to all faculty and staff. (Topics include; reading /math lessons; unit planning; discipline referrals; dyslexia; poverty, etc).

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

Weekly Common Planning meetings are held within grade levels on a weekly basis that focus on instruction, data, and meeting the needs of students. The Instructional Coach will provide teachers ARI on-going, classroom-embedded professional development specific to the needs of the learners and up-to-date training to teachers and staff on an on-going basis. Training will also be provided to teachers system level Professional Development Days. Collaborative coaching and walkthroughs are provided by the administrators, system supervisors, and our Instructional Coaches to give teachers feedback and to model lessons for teachers as needed.

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.

Northside Intermediate is a 3rd, 4th, and 5th grade school. 2nd grade students, teachers, and parents from Southview Primary, our feeder school, visit our campus in the spring each year for a meet and greet with 3rd grade teachers and other school staff and a walk-through of the campus. Information for the upcoming school year is shared with parents. Our 5th grade students attend 6th grade at Fox Run School.

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

**(N/A for Elementary Schools)**

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?

In order to review the implementation of the schoolwide program, the principal, lead teacher, and instructional coach, (as well as system-level personnel and administrators from other schools) participate in frequent instructional walkthroughs. Formal observations are also conducted by the principal per the schedule. The instructional coach and principal meet on a regular basis with each grade level to discuss academic instruction/strategies/needs/student concerns. Data results are evaluated by the Instructional Leadership Team which includes the Principal, Lead Teacher, Instructional Coach, Counselor, Teachers, and Parents. Instructional audits are conducted quarterly with individual teachers, the instructional coach, and the principal to discuss instructional implementation, as well as monthly Instructional Leadership Team Meetings to discuss the CIP. Revisions to the school-wide plan are made as needed based on evaluation results.

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?

Data meetings at Northside include (S.R.I.P.) Student Reading Implementation Plans are evaluated monthly for all third-grade students scoring at or below the 25% in reading based on aimswebPlus, along with monthly (PST) Problem Solving Team meetings to review the effectiveness of interventions being used to "close the gap" in reading and/or math. After each benchmark test is administered, data meetings are held to analyze the results and evaluate effectiveness. Instructional audits "Data Days" are also scheduled five times a year to discuss student achievement and instruction with individual teachers.. Standardized score data is analyzed when available each year to determine student growth and achievement levels. This data is disaggregated into subgroups to best determine individual student growth and achievement across each demographic subgroup.

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?

Analysis of aimswebPlus and ACAP, as well as program assessments and teacher made tests are used to determine the effectiveness of our school-wide plan. This data is presented to the Instructional Leadership Team who work with teachers, parents, and stakeholders to revise the plan as necessary to address the needs of our students. Mid-year benchmark data may be used to make changes in the plan if necessary throughout the school year.

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

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

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

Northside Intermediate is a Title I School-wide Program and all resources are used to meet the needs of our students.

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The Coordinator of Federal Programs collaborates and coordinates Title I funds with district administration, building principals, and other applicable staff. Northside Intermediate then coordinates with system level programs and personnel that serve English Language Learners, Homeless students, and student qualifying for Migrant Education Program Services. A majority of students qualify for free/reduced lunch. The system also coordinates the National School Lunch Program to meet the needs of all students.

## ACIP Assurances

### Instructions:

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

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

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



- NO

- N/A

### **ATTACHMENTS**

#### **Attachment Name**

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ACIP Committee Signatures

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A) (i)-(ii), Parents' Right-to-Know, are implemented systematically.



- NO

- N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.



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

- N/A



## Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Northside hosted an evening meeting to accommodate our parents and their schedules and held it prior to Open House. Handouts of the presentation were given to every parent. A video containing Title I information has also been posted to our school website. Parents were notified of the meeting through notices sent home with students, postings on school website and via school social media pages. The topics discussed included: What it means to be a Title I School, The 1% set-aside of funds, The LEA Title I Plan, The LEA Parental Involvement Plan, the Continuous Improvement Plan, School-Parent Compacts, Requesting Qualifications of Teachers, and timeline for this year's Parental Involvement Opportunities. . Parents were given the opportunity to offer revisions/suggestions to the Parent and Family Engagement Plan and School-Parent Compact, as well as offer suggestions on how the 1% Parent Involvement Funds should be spent.

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.

Holding meetings prior to an event that all students are involved helps to maximize the number of parents attending. (We had over 300 parents attend). Additionally, parents were given handouts of the presentation, along with parents that were not able to attend. Parents serve on the Parent Advisory Committee to discuss parent needs and suggestions, as well as offer feedback to school administration.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Parents serve on the Parent Advisory Committee to discuss parent needs and suggestions, as well as offer feedback to school administration. At the first fall meeting, the principal and other school support staff review the plan, review goals, discuss the importance of parent involvement in the educational process, and seek parental input into the plan. Surveys are sent out to parents in the spring of each year seeking input about activities, trainings, and materials that the school should offer to parents in the future. The parent surveys were sent to parents at the beginning of September to complete. This survey gives parents the opportunity to identify the strengths and needs of the school.

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

Funds allocated for parent involvement are used to provide materials and supplies for our Parent Resource Center. These materials are used to assist parents in helping children meet academic standards and achieve success in school. Student planners are purchased for all students to foster communication between school and home and to help parents stay informed about school activities.

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))

Parents will receive a copy of the Northside Intermediate Handbook at the beginning of each school year. In addition, a calendar will be sent home each month with pertinent information, including the character traits that will be taught each month. Parents will be given information on activities and important upcoming events. This calendar and other important information will also be available on our school website and social media pages. At our Annual Title I meeting, parents will be informed of Curriculum and forms of academic assessments used at Northside, as well as state guidelines for proficiency rates at each grade level. They will also be informed as to how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The purpose of the School- Parent Compact is to build and foster the development of a parents/school partnership. This partnership, designed to help students achieve Alabama's high standards of learning, will be between parents, teachers, staff, administrators, and the student. We feel that communication between all parties is of vital importance in the education of every child. It is the responsibility of the school to provide high-quality curriculum and instruction in a supportive and effective environment that enable students to meet the State's student performance standards. It is the parents' responsibility to support their child's learning and support the school's efforts to provide their child with the best quality education possible to ensure that each child becomes a well-rounded, productive citizen. In recognition of parents as their children's first teachers, we are committed to developing a partnership between the home and school that will enhance student achievement and success. The School-Parent Compact is included in our registration papers at the beginning of each school year. It is also included in our Parent Handbook. Parents review the Compact with their child, sign and date it, and

the school keeps one copy on file while sending a duplicate home with each family. At the Annual Title I Meeting and first PAC Meeting of the year, parents are also given the opportunity to provide feedback regarding additions/revisions. Parents are presented information about Title I programs, our curriculum, and student expectations through Open House, Curriculum Nights, emails, grade reports, newsletter, parent-teacher conferences and Title I meetings. The School/Parent Compact is reviewed each year at the system level. Parents are also involved through PAC meetings, system level committees, school level committees, parent conferences, and "Data Chats".

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

The Continuous Improvement Plan is presented to the PAC Committee which is open to all parents. This was also completed virtually. The principal reviews the plan, explains how the goals were developed, discusses the budget, outlines the importance of parent involvement in the educational process, and seeks parental input into the plan. Parents are also solicited for suggestions for future workshops and resources. Title I Parent Involvement funds are budgeted for parent workshops/presentations/activities. Parents may also read and review the Continuous Improvement Plan in the school office, the media center, or on the system website. Parents who are dissatisfied with any part of the Continuous Improvement Plan may voice their concerns to the principal or instructional leadership team, through email, phone calls, or in face to face conferences.

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.

Aimsweb Reports are shared with parents after each benchmark assessment period. In addition, a Title I meeting is held annually to inform parents of the Title I plans and instructional programs. To accommodate parent work schedules, the meetings are held at night and during the day as well as virtually. Parents are encouraged to stay in close communication with teachers through notes, calls, and conferences; as well as monitoring grades through the INOW portal. PAC meetings will be convened at 5:30 p.m. before other school performances and activities

scheduled for 6:00 p.m. The intent is to enable parents to attend two important events on one date, reducing the stress of their out-of-school schedules.

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

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Parents are invited to participate in a variety of activities at Northside Intermediate such as Family Reading Night, Curriculum Night, Transition Tours, Grandparents Week, etc. When these meetings are held, parents are provided with suggestions and activities for assisting their child and building healthy relationships in order to assist their child in excelling in school. Lists of educational websites, including those tied to sites used with our curriculum, are also provided for parents through class or grade level newsletters and such meetings as listed above.

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

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

District wide Parental Involvement meetings, parent workshops, PTO programs and parent-teacher conferences will be held to help build ties between the parents and the school. In addition, programs and activities such as Open House, PTO and

Student Led Conferences have been well received by our parents and community stakeholders.

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.

ELL Teachers and translators available in the system to assist parents with interpretation of test results. The school also attempts to communicate with non-English speaking parents in a language that they can understand by using RTT Mobile Interpretation Services. Handheld electronic translation devices have also been purchased for each school.

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.

District wide Parental Involvement meetings, parent workshops, PTO programs and parent-teacher conferences and student-led conferences will be held to help build ties between the parents and the school. In addition, programs and activities such as Meet the Teacher, Open House, and Grandparents Week, have been well received by our parents and community stakeholders.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family

members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

The system provides three full time ESL teachers to address multiple languages, and TransAct is used to format academic/behavioral reports to the extent possible in a language that parents understand. All communication home regarding parental involvement opportunities are translated into the appropriate language and translators are available at the event if needed.

## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

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



- No

### **ATTACHMENTS**

#### **Attachment Name**

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Coordination of Resources





## eProve™ strategies: Goals & Plans

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

- 
- NO



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Committee Signatures		<ul style="list-style-type: none"> <li>• 1</li> </ul>
 Coordination of Resources		<ul style="list-style-type: none"> <li>•</li> </ul>
 Parent and Family Engagement Plan		<ul style="list-style-type: none"> <li>•</li> </ul>
 School Parent Compact		<ul style="list-style-type: none"> <li>•</li> </ul>