



Title 1 Schoolwide Diagnostic for ACIP 2023-2024

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Southview Primary School
Mary Salmon

2712 Marvyn Parkway
Opelika, Alabama, 36801
United States of America

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Instructions

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

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

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

2023-24 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The faculty reviewed student data (aimsweb Plus, ACAP, Benchmark, and Pearson) during PLCs and data meetings. Strengths and areas in need of improvement were identified. Data was reviewed at the end of the 2022-2023 school year in addition to the beginning of the 2023-2024 school year. Goals, strategies, and action steps were based off these findings. Data will be reviewed throughout the year and instruction will be adjusted as needed. The Title I Parent Survey is also used to assist with setting goals.

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

Kindergarten - Aimsweb Spring 2022-2023

Letter Word Sound Fluency: 90% benchmark - increased 20% from the Fall to the Spring benchmark.

Letter Naming Fluency: 86% benchmark - increased 48% from the Fall to the Spring benchmark.

Phoneme Segmentation: 83% benchmark - increased by 13% from Winter to Spring testing. Also a 10% decrease from the spring of last year.

Nonsense Word Fluency: 75% benchmark - decreased 8% from Winter to Spring testing.

Auditory Vocabulary: 69% benchmark - increased 5% from the Fall to the Spring benchmark. Also a 9% decrease from Spring of last year.

Word Reading Fluency: 57% benchmark

Composite: **92% Benchmark**

1st Grade - Aimsweb Spring 2022-2023

Auditory Vocabulary: 88% Benchmark - 20% increase from the Fall to Spring benchmarks.

Nonsense Word Fluency: 79% Benchmark - 4% increase from the Fall to Spring benchmarks. It is also a 14% increase from the spring of last year.

Word Reading Fluency: 73% Benchmark - 22% increase from the Fall to Spring benchmark and a slight increase from last year's spring score.

Oral Reading Fluency: 86% Benchmark - 30% increase from the Fall to Spring benchmarks. It is also closely aligned to last year's spring benchmark.

Composite: **74% Benchmark**

2nd Grade - Aimsweb Spring 2022-2023

Vocabulary: 79% Benchmark - 14% increase from the Fall Benchmark. It is a slight drop from last year but the growth is greater.

Reading Comprehension: 81% Benchmark - 2% increase from the Fall Benchmark. We slightly dropped from last year but remained in the 80th percentile.

Oral Reading Fluency: 74% Benchmark - 3% increase from the Fall Benchmark. It is also a 7% decrease from last year.

Composite: **81% Benchmark**

Based on the Title I Parent Survey: parents feel welcome at school (88%); they believe the school encourages them to be involved in their child's education (94%); they can reach their child's teacher (97%); they believe teachers are interested and cooperative when discussing their child's academic progress and/or concerns (95%).

Based on ACAP Data: Southview's 2nd grade students scored above the state average in both reading and math, in addition to exceeding the previous year's data of students scoring as proficient.

Based on aimsweb Plus Spring Math Data:

2nd Grade Math Composite: 81% scored average, above average, or well above average.

Strength: Concepts and Applications

Growth: Number Comparison Fluency - Triads & Number Sense Fluency

1st Grade Math Composite: 63% scored average, above average, or well above average

Strength: Math Facts Fluency - Tens

Growth: Concepts and Applications & Math Facts Fluency - 1 digit

Kindergarten Math Composite: 70% scored average, above average, or well above average

Strength: Concepts and Applications & Quantity Total Fluency

Growth: Quantity Difference Fluency

3. What conclusions were drawn from the results?

Kindergarten - Aimsweb Spring 2022-2023

Strength: LNF and LWSF were strengths for Kindergarten. LNF is 2% higher than last year and students are steadily improving. LWSF is also 2% higher than last year and hit within the 90th percentile for the first time in 3 years. Both have steadily increased over the last 3 years.

Areas to Improve: AV, PS and NWF are growths for next year. Teachers will increase explicit instruction with vocabulary. It was also discussed that students should be progress monitored in PS next year. Kinesthetic methods and strategies will also be focused on during PLCs.

1st Grade - Aimsweb Spring 2022-2023

Strengths: there has been a 20%-30% growth in 3 out of 4 subtests. Teachers progress monitored students in NWF by paper/pencil this year. This strategy worked with a 14% increase in benchmarked students from last year. It enabled teachers to look at students' miscues and adjust instruction accordingly. AV and WRF both increased by at least 20% from the Fall. Teachers feel that teaching high-frequency words by using their Science of Reading knowledge and transferring it into their classroom best practices has made a difference with their students.

Areas to Improve: even though there was a 14% increase in the NWF spring benchmark scores from last year, there was only a 4% increase from the Fall to Spring Benchmark. Progress monitoring by paper/pencil will continue next year. ORF is still in the 60th percentile as it has been the past 2 years. Strategies to increase student fluency will be a focus during PLC meetings next year. Kinesthetic methods and strategies will also be focused on during PLCs to help increase fluency.

2nd Grade - Aimsweb Spring 2022-2023

Strengths: Vocabulary and Reading Comprehension are a strength this year. The increase with explicit vocabulary instruction through the Benchmark curriculum has been a positive factor in the increase of comprehension and vocabulary.

Areas to Improve: ORF is an area of growth. Even though fluency dropped 7% from the previous year, it did not affect student comprehension. Kinesthetic methods and strategies to increase fluency strategies will be a focus at PLCs next year.

Based on the Title I Parent Survey: the climate of the school and relationships with teachers was positive, but parents would like to know how they can volunteer more at school and to know more about the school's extra services.

Based on aimsweb Plus Spring Math Data 2022-2023

2nd grade: increase from 48% fall to 81% spring of average, above average, and well above average. This is slightly above the 2021-2022 data of 80% in the spring.

1st grade: increase from 45% fall to 63% spring of average, above average, and well above average. This is slightly below the 2021-2022 data of 68% in the spring.

Kindergarten: increase from 28% fall to 70% spring of average, above average, and well above average. This is slightly below the 2021-2022 data of 72% in the spring.

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

Students need to continue instruction focusing on collaborating, problem solving, using higher order thinking, and reasoning to apply strategies in both reading and math. We need to increase communication and provide more activities on campus for stakeholders.

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

School goals are based upon the review of all applicable data and feedback from the needs assessment.

According to the Needs Assessment, teachers preferred for PD to be delivered in the following **format:**

1. Offer several professional activities with the option to choose most connected to the teacher's professional needs.
2. School-based professional development on professional development days.
3. School-based professional development activities with substitute coverage.

According to the Needs Assessment, teachers preferred for the following **content areas to be the focus for PD:**

1. ELA
2. Math
3. Special Education & ELL

According to the Needs Assessment, teachers preferred for the following **topics to be covered for PD:**

1. Critical Thinking
2. ACAP Strategies
3. Student Engagement in instruction.

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

aimswebPlus, ACAP, Benchmark Workshop, Reading Horizons and Pearson Investigation assessments are reviewed to determine a correlation between strengths and areas in need of improvement to drive school-wide goals.

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

Goals are determined after analysis of the whole school population, which include children who are disadvantaged. We are able to use Title I funds to support instruction for all students as well.

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 meet weekly during professional learning communities (PLC) with the principal and instructional coach to discuss curriculum, data, and evidence based research strategies. Teachers also conduct grade level meetings once per week to discuss student/classroom needs and grade level PST. Committee meetings are held once per month to plan/implement school-wide events and initiatives. Faculty meetings are held once per month to review school-wide information and/or provide professional development. The Instructional Leadership Team (ILT) meets quarterly to focus on strategies for school improvement. Quarterly audits are also held with the principal and teachers to review student data and discuss individual needs of the students, and the Instructional Coach meets with teachers bi-weekly to collect and discuss aimsweb data and collaborate on adjusting instruction to meet student needs. New teachers are assigned mentors which meet weekly and observe each other quarterly. There are numerous teachers enrolled in LETRS training, which focuses on the Science of Reading. In addition, five data days were added to the OCS calendar for teachers and the instructional leaders to analyze, reflect, and discuss next steps for instruction.

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.)

The counselor meets with classes bi-weekly to provide preventive, proactive, student-centered lessons in a comprehensive program. Students are also served in small groups or individually as needed for additional support. These groups are fluid and based off of the needs of students. Southview also utilizes a system-wide Parent Liaison to help parents strengthen their communication skills with their children, as well as a system-wide Behavior Specialist, which assists teachers in developing strategies and plans to assist students with behavioral needs.

To promote positive behavior, teachers can nominate students for a "Character in Action" award, which is facilitated by a local judge. Students are recognized for demonstrating outstanding character. Students are also recognized for positive behavior through our Student of the Week and Student of the Month programs. We will also be implementing quarterly behavior incentives for those students demonstrating positive behavior.

Student Reading Improvement Plans (SRIPs) are developed for the students at risk of not meeting grade level standards. These students may receive Tier II, Tier III, and after school tutoring in addition to Tier I whole group and small group instruction. Students may also receive support from Intervention Teachers and/or Contract Tutors. Students that struggle to make sufficient academic progress are referred to their grade-level's Problem Solving Team (PST) before being referred to the school-wide Problem Solving Team (PST). 2nd grade students participate in Child Find in order to prepare them for 3rd Grade Enrichment. 2nd grade students also participate in weekly enrichment rotations including: art, music, media, robotics, dancing, science, math, book club, and construction.

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.**

Through the Opelika City Schools Extended Day Program "CARES" Children's Adventures in Recreation, Enrichment, and Study, students are provided the opportunity to receive assistance with homework and academic extensions beyond the regular school day. The program is available to parents until 5:30 Monday through Friday. After school tutoring is also available and delivered by certified teachers for students with the greatest academic needs. There are also numerous software programs available on the Learning Links page of Southview's website.

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.

For all new students enrolling in Opelika City Schools, an Employment Survey is completed to identify student families that are migratory. Home Language Surveys are also given upon enrollment to determine if there is a need for Multi Language (ML)/English Language (EL) services. A screener is given and if the student qualifies for ML/EL services, an Intensive English Language Plan (IELP) is developed. For Special Education students, Individual Educational Plans (IEPs) are developed and implemented by IEP teams. The Special Education teachers and ELL teacher facilitate the framework of the plans and work alongside all faculty to ensure IELPs and IEPs are followed. If a student is homeless, enrollment is granted with no barriers. For the economically disadvantage, Free and Reduced Lunch forms are provided as well as the ability to access these forms online. Parents have the ability to access any OCS forms online via Chromebooks stationed in our school's front office. Families in need may also be referred to our Backpack Program, where bags of food are sent home weekly with students by the counselor. Backpacks, shoes, and school supplies are also available to any students in need, and the school counselor may also refer any families in need to local agencies for support. All students benefit from the Fresh Fruits and Vegetables Grant, where students are exposed to a variety of fruits and vegetables. Parents may also utilize the OCS Parent Academy for technology, which provides detailed instructions of how to access and use multiple technology programs.

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.

Student progress is reported to parents frequently through daily/weekly folders, mid quarter reports, aimswebPlus reports, and report card conferences. Data from the Student Reading Improvement Plans (SRIPs) and Problem Solving Team (PST) are sent home to parents weekly and/or monthly, with meetings to follow. Parents may also access academic information in Powerschool. School documents are translated as needed for English Learners, and teachers utilize our system-wide translator telephone service to communicate with parents. School Messenger is also available for providing written information that can be translated.

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

2 teachers accepted teaching jobs out of state, 1 teacher accepted an EL position, 1 teacher accepted a PreK position, 2 teachers moved to another system, 1 teacher accepted a SPED position within the system, and 2 teachers retired.

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

50% of the staff has less than 5 years of teaching experience (19 teachers)

16% of the staff has 6-15 years of teaching experience (6 teachers)

34% of the staff has 16 or more years of teaching experience (13 teachers)

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)?

Increased support for new teachers through system-wide PD, Southview's Mentor/Mentee program (including frequent observations), fishbowl lessons with system-wide math coach, coaching cycles with Southview's instructional coach, and LETRS training in the Science of Reading (SOR). Social activities such as "Secret Pals" and quarterly faculty gatherings are also implemented to build school culture among the faculty. In addition, OCS has implemented a monthly mentor/mentee meeting using the Champs curriculum to support new teachers with classroom management.

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

Professional development is determined by students' formative and summative assessment data, along with teacher surveys and system-wide surveys.

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

Technology Training: Google Classroom, Technology Expo, Powerschool

Reading Training: Benchmark Workshop Reading, Benchmark Workshop Writing, Heggerty Phonemic Awareness, Reading Horizons, Sound Walls, aimswebPlus, Imagine Learning, LETRS/Science of Reading (SOR), Alabama Reading Initiative (ARI)

Math Training: Big Ideas of Numeracy, aimswebPlus; Pearson Math Investigations, Math Workshops, Number Talks, Counting Collections, Number Sense

Behavior/Social Training: Mandatory Trainings (Erin's Law, Jason Flatt Act, Child Abuse & Neglect, etc.); Special Area PD for PE, art, and music teachers

Administration: Strong Leaders/Strong Readers, AAESA Fall Conference, BBB site 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.

New teachers attend a New Teacher Workshop during our system's pre-service days before school starts. Each new teacher is assigned a mentor who has at least three years experience. The mentor works with the new teacher throughout the year on lesson plans, procedures, discipline, and school policies. Mentors and mentees

observe each other teaching throughout the year. In addition, all non-tenured teachers continue to work with their mentor as a "buddy teacher" until tenure is granted. In addition to having mentors, new teachers receive support through weekly grade level meetings, weekly PLC meetings and quarterly New Teacher meetings with the instructional coach and principal. The instructional coach trains new teachers in progress monitoring and plans with new teachers monthly in addition to conducting coaching cycles. New teachers also receive additional support in math from our system-wide math coach. In addition, OCS has implemented a monthly mentor/mentee meeting using the Champs curriculum to support new teachers with classroom management.

12. Describe how all professional development is "sustained and ongoing." Professional Learning Communities (PLCs) are provided each week for 60 minutes. This time is used to discuss and plan instruction based off data and students' needs. Prior professional development information and resources are revisited throughout the year and discussed as needed in weekly PLCs and system-wide inservice days. Coaching cycles continue throughout the year, along with bi-weekly data conversations between the instructional coach and teachers.

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.

Upcoming Kindergarteners and their parents are invited to tour the school for "Sneak a Peek." This tour provides parents and students the opportunity to learn information about Southview and ask questions. An additional tour is arranged for the Head Start students that will enter Southview in the upcoming school year. Private tours are also available any time for parents that are new to Southview. Kindergarten teachers also volunteer their time to address parents and students at PreK graduations within the community. Students transitioning from K to 1st grade are given tours of the 1st grade hall by their kindergarten teacher. Second grade students are transported as a grade level to Northside Intermediate to tour the school and hear presentations from 3rd grade students. Parents are also invited to this 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)

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?

After each benchmark testing of aimswebPlus (fall, winter, spring), data meetings are held to analyze the results, system-wide and school-wide. The data is used to adjust classroom instruction, tiered intervention, and SRIPs. Second grade ACAP Reading and Math results are also used to determine needs for the following school year. ACCESS scores are also shared with teachers.

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?

Effectiveness is determined by analyzing progress monitoring data regularly as well as benchmark assessment data (fall, winter, spring). Mastery of standards each quarter is determined by formative and summative assessments in addition to support from programs such as: Benchmark Workshop, Heggerty, SPIRE, Pearson Realize, Imagine Learning, Accelerated Reader, and aimswebPlus. Support from our Problem Solving Team (PST) and SRIPs are also used to identify and track areas of need for individual students.

3. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The Instructional Leadership Team meets to evaluate and revise our school-wide plan as necessary. Parents are also encouraged to provide feedback through PTO meetings and can offer suggestions at any time to the principal, who has an open door policy. Changes are made based on feedback from teachers and/or parents, data from assessments, classroom observations, and/or social circumstances (ex: COVID-19).

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

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

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

Title I - This money is used to improve the academic achievement of the disadvantaged. See Section Coordination of Resources Comprehensive Budget for breakdown of expenditures.

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

The system-wide coordinator of the Federal Programs collaborates and coordinates Title I funds with district administration, building principals, and other applicable staff. Southview Primary coordinates with the system-level programs that serve Multi Language/English Language Learners, homeless students, and students qualifying for Migrant Education program services. The system also coordinates the National School Lunch Program to meet the needs of students. Southview Primary has also been granted a Fresh Fruits and Vegetable Grant from the USDA that provides daily snacks to all of our 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.

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- ☐ NO

- ☐ N/A

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

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- ☐ 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.

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

- ☐ N/A

Parent and Family Engagement

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

The Annual Title I meeting will be held Thursday, September 7, 2023. The meeting is listed on our monthly calendar and website. The meeting will be held at 11:30 and 5:30 to accommodate parents' schedules. Parents are given an overview of Title I, including an explanation of the 1% set-aside, how funds are dispersed, and how parents can be involved. This information will also be shared with parents via email for those who were not in attendance.

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.

Title I information was shared during an on-campus meeting and emailed to parents for those that could not attend. An informational Title I flyer was also given to all parents. Throughout the year, parents may meet with their child's teacher upon request. These meetings can be conducted face to face, via phone or video conferencing, whichever is most convenient for the parent. All teachers meet with parents face to face for 1st quarter report card conferences.

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 are able to give input and provide feedback through Title I meetings and PTO meetings. The principal has an open-door policy for parents to provide feedback throughout the year. The principal sends a monthly email to parents where they have the opportunity to respond with any questions or concerns. Parents also complete surveys to assist with future planning.

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

Funds are used to purchase flashcards and/or writing boards and markers for students to use at home with their parents.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the

curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

The Southview Primary website, annual Title I meeting, monthly calendars, parent letters, PTO meetings, Problem Solving Team (PST) meetings, emails, report card conferences, daily/weekly folders, mid-quarter reports, aimswebPlus reports, and Student Reading Plans (SRIPs) are all used to communicate with parents. School Messenger and Facebook are also provided to enhance parent communication, and parents can access information in Powerschool. Reminders are also posted on the monitor in Southview's front lobby.

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

A School-Parent Compact is included in Southview's Student-Parent Handbook. It is reviewed with parents at Meet the Teacher Day at the beginning of the school year and when they register their child. Parents are asked to review the document with their child, sign, and date it. The compact is kept on file within the students' records. Expectations listed in the School-Parent Compact are revisited with parents during Open House, Parent/Teacher Conferences and through ongoing communication with classroom teachers throughout the year. The School-Parent Compact is reviewed each year by PTO representatives and at the system level.

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

The CIP is reviewed at the year-end PTO meeting from the previous school year, and presented with revisions at the beginning of the next year's first PTO meeting. The principal reviews the plan, explains how the goals were developed, discusses the importance of parental involvement, and seeks parental input into the plan. The plan will be revisited in May for input on the following school year. Parents may give suggestions for future workshops and resources as well as offer suggestions for school-wide Improvement. Parent conferences and open communication with the school administrator are also provided to allow parents the opportunity to express concerns or offer suggestions.

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.

Information on the "OCS Parent Academy" is sent home to all parents, modeling explicit steps in how to access programs for their child. This information is provided to parents at Meet the Teacher, reviewed at Open House and posted on Southview's website. A link will also be provided to parents of students with an SRIP, which grants access to specific suggestions for literacy instruction. Southview's website also has a list of "Learning Links" that parents can use with their children at home.

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.

Due to COVID-19 and social distancing procedures, the amount of on-campus activities were still somewhat limited for the 2021-2022 year, but we plan to increase the amount of on-site activities for 2022-2023. Activities include: quarterly PTO meetings, Parent/Teacher conferences, IEP meetings, grade level musicals, field trips, Awards Day, Jelly Bean Field Day, Reading Under the Stars, Farm Day, Grandparents Day, Memories with Moms, and All Pro Dads.

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

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

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

The school's counselor oversees coordinating programs with other community service providers such as: Head Start, The Rotary Club (Backpack Program), The Hudson Foundation, Clothe a Child, Department of Human Resources, East Alabama Mental Health, and The Achievement Center of East Alabama, etc. Our system-wide Parent Liaison also assists families as needed.

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.

Memorandums are sent home regarding all parent programs, meetings, and activities. In addition, parents are provided with a monthly calendar highlighting special activities. Memos are translated, and the ML/ESL teacher provides support for conferences with parents of non-English speaking students. A telephone translator is also utilized when needed. Additional information is also sent via School Email and through School Messenger, an automated system that updates parents on school events as well as their child's attendance. Our school calendar is sent home monthly and is also available on the school's website and in the front office.

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.

Teachers send home class schedules to parents so that parents can be informed of teachers' planning blocks in order to have set times to conference with teachers. This is shared with parents at Open House and included on the slide show that teachers post in their Google Classroom. Teachers use phone calls, emails, and daily/weekly folders to communicate frequently with parents. The principal has an open door policy where parents may stop by to voice concerns or offer suggestions. PTO meetings are also a forum where parent input is both valued and appreciated.

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))

Memorandums are sent home regarding all parent programs, meetings, and activities. In addition, parents are provided with a monthly calendar highlighting special activities. Memos are translated, and the ML/ESL teacher provides support for conferences with parents of non-English speaking students. A telephone translator is also utilized when needed. Additional information is also sent via school email and through School Messenger, an automated system that updates parents on school events as well as their child's attendance. Our school calendar is sent home monthly and is also available on the school's website and in the front office

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.

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- No




eProve™ strategies: Goals & Plans

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

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- NO

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023 SV Coordination of Resources		<ul style="list-style-type: none">•
 2023 SV Parenting Plan and Parent Student Compact		<ul style="list-style-type: none">•
 2023 SV Signature Page		<ul style="list-style-type: none">•