



2022-23 Title I Schoolwide Diagnostic for ACIP_09152022_09:22

2022-23 Title I Schoolwide Diagnostic for ACIP

Grove Hill Elementary 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.

2022-23 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Students, faculty, staff, and parents completed surveys and inventories pertaining to our school. These surveys and inventories were made available through the Clarke County Schools' website and mobile app. A laptop computer was placed on the front counter of our school's lobby for parents to access the surveys and inventories when visiting the school. Faculty and Staff were provided a deadline for completing the surveys and inventories. Students completed their surveys and inventories while at school using classroom computers, iPads, or the computer lab.

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

Based on the Climate & Culture Staff Survey, our staff generally feel that our school has a positive climate and culture. 100% believe the students are learning, 100% of the staff feel that their colleagues are caring, and 100% of the staff feel that they work with a group of people who are supportive and that they spend most of their time in flexible work spaces. 63% of the staff feel patient and that they have enough time when completing their responsibilities. Climate & Culture Teacher Survey 2020-21 show that 100% of our teachers believe that students are learning and that their co-workers are caring. 90% feel that their work spaces are inviting. 86% feel that their colleagues are helpful and respectful. 71% feel happy or supported while at work. The teacher inventory states that 71% of the teachers almost always base their classroom decisions on the strategic direction of the school. 62% stated that their actions are almost always aligned to the strategic direction of the school. 81% regularly participate in formal collaboration with their peers. 86% feel that their lessons are based on high expectations for students. 76% believe that their lessons provide opportunities for students to be actively engaged in their learning. 71% use student achievement data to modify and adjust materials and lessons for their students. 71% of the teachers stated that they regularly provide exemplars for their students. 81% use formative assessments to monitor student progress. 90% of teachers regularly use formal, two-way processes to communicate with parents, families, or legal guardians. 95% feel that their students regularly have formal opportunities to develop positive relationships with their peers or adults. 71% regularly participate in targeted professional learning activities designed to meet the individual needs of my students.

3. What conclusions were drawn from the results?

Based on the Teacher Inventory, Our teachers need access to induction, mentoring and coaching programs designed to meet their individual professional learning needs (52%). Only 33% feel that they are almost always involved in decisions and actions that impact student achievement and the overall functioning of our school.

77% state that their lessons often or sometimes include opportunities for students to express individual creativity but not almost always.

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

There is a general feeling that the school has a positive climate and culture. Student achievement is on an upward trend.

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

There is a general feeling that the school has a positive climate and culture. Student achievement is on an upward trend.

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

Formative and summative assessments, rubrics, and surveys are used to gain data.

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

Individual learning is expressly targeted as a goal in this plan. Differentiated instruction and an array of assessments will be the academic focus for this plan.

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.

Common grade-level planning time, weekly data meetings, professional development, the use of assessment data to drive instruction, protected instructional blocks for reading and math instruction strengthen the academic program in the school. Learning.com, Mobymax.com, connectEd.com, Readlive.com and the Grove Hill After School Adventure 21st CCLC enrich and accelerate curriculum.

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.)

Our guidance counselor meets with our students each week. IEP meetings are held twice a year unless more frequently is needed. RTI meetings are held the 4th Thursday of each month to address those students who are struggling. Two mental health specialists are housed at our school for support. We have a process for RTI addressing behavior.

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day.**

The 21st Century CCLC Grove Hill After School Adventure meets each day from 3:00 until 5:30. Tutoring and homework assistance is provided. Tier IV small group intervention instruction is provided by a certified teacher. There are many enrichment STEAM and Stem activities as well as time for play and a snack.

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.

Transact.com is used to translate announcements, homework, and other information for the non-English learners and their parents.

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.

We use transact.com for translations.

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

We had 3 teachers and 1 administrator transfer to non teaching positions within the school. 2 teachers transferred to other schools in the district and 2 resigned. 2 aids transferred to teaching positions within the school and 6 certified teachers were hired along with 2 aids and 4 support staff.

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

We have six teachers who have less than 10 years of experience, seven teachers with 15 - 19 years experience and six teachers with 20 plus years 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)?

It is rare for our school to go through a high turnover. We have a positive culture and climate at our school and boast a "family-like" atmosphere.

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

Data points us to areas needing improvement. If there is a trend of weakness for the same skill, the teacher may need professional development for teaching that skill.

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

A needs assessment is given and our local professional development center aligns their offerings based on the findings in the assessments. Also, deliberate searches for professional development for specific needs are made. AMSTI offers on-going assistance throughout the year. The introduction of new programs such as Phonics First and LETRS require professional development.

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 given support from an assigned master teacher.

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

Our Reading Specialist provides follow-up PD during the school year where she revisits certain key points from the workshops or training that she attends.

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.

Head Start visits our school for incoming kindergarten students. The 4th grade visits the middle school and tours the 5th grade hall, meets the counselor and principal and a Q&A time is offered.

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?

Monthly walk-throughs are directed by the LEA and school principal. Observation "snapshots" by the administration are frequent and allow for conversations with the teacher regarding needs. There is a mid-year checkpoint to examine documentation that is pertinent to accomplishing goals set in the ACIP. All stakeholders are given the opportunity to reflect on the current ACIP. Data meetings are held to discuss student performance on assessments such as DIBELS, Star Reading, Star Math and other assessments related to students' academic achievement.

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?

The effectiveness of the school-wide program is determine by the students academic success and progress.

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 plan is changed as needed. This is determined by walk-throughs, benchmarks, and checkpoints.

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.

Drug Education Program, the Breakfast in the Classroom grant, and the Free Lunch grant help in assisting a healthy lifestyle for the students which lead to healthy learners. DIBELS and MyAmplify are means of assessment and provide opportunity for benchmark progress monitoring. Grove Hill 21st Century Community Learning Center (GHASA) is our after school program that provides students with homework assistance, enrichment activities and tutoring.

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).

All students participate in the Mendez Program and school lunch program. Students who All students who participate in the GHASA program receive enrichment, remediation, recreation, and nutritional snacks provided by the child nutrition program. Each student and their homeroom teacher is provided with a free breakfast each morning through a Nutritious Breakfast Program in their classroom. This is the Breakfast in the Classroom Grant sponsored by Food Research and Action Center ("FRAC"), and the National Education Association Health Information Network ("NEA HIN"),

ACIP Assurances

Instructions:

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

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

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

YES

NO

N/A

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

YES

NO

N/A

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

YES

NO

N/A

Parent and Family Engagement

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

Parents who serve on the PTO Executive Board complete or "add/delete" the Part VI Parental Involvement Plan during the fall.- Our local Title 1 plan, set aside funding for parental involvement, School- Parent Compacts will be among the topics discussed. Parents will have several opportunities to review important announcements, dates, and information about GHES.- Parents will serve on the PTO Executive Board. A review of budgets, AdvancED and Title I plans, new initiatives and other learning opportunities are discussed.- NCLB Parents Right-to-Know Letters will be sent home for parents to request qualifications of teacher. Parent conferences and Parenting Month Activities

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.

- Parents will serve on the PTO Executive Board Committee. A review of budgets, AdvancED, Title 1 plans, new initiatives and other learning opportunities are discussed. Parents will serve on the School Improvement and Advisory Team. This team consists of teachers, parents, and community members.-Parents will be invited to participate in Response to Instruction meetings when the needs of their children are being discussed.- A parent handbook will be given to each family at the beginning of each school year. This handbook outlines school procedures and policies (school and county). Coordinate with the county parent involvement coordinator to provide "parental needs assessment" surveys.- Using needs assessment results, plan and schedule workshops, programs, and seminars to meet needs. In many cases local school personnel are available to conduct these workshops and/or seminars.- Continue to strive for 100% PTO membership and involvement.- We also strive to make current information available at PTO meetings.- Information will be available during the October Statewide Parenting Month.-The Counselor will provide access to a Family Resource Center in her office. This will provide families with materials and contacts of available agencies that can assist in various family needs. We also communicate with our families through the Sun Times newsletter, the district app and school website, and the Blackboard messaging system.

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).

The Title I power point will become a segment in our PTO "Everything Under the Sun" slideshow. This slideshow/presentation is shown for 20 -30 minutes prior to the start of all PTO meetings during the school year. Parents will have five opportunities to review important announcements, dates, and information about GHES.- Send a monthly "Sun Times" newsletter to parents. This newsletter is designed to provide parents with current and upcoming news and events, workshops, PTO meetings, etc...- The local newspaper generously features our school as events occur. We will continue to share news events, activities, and articles with our parents and community- Our VIPS program is a strong parent volunteer system in our school. We continue to strive to improve and involve many more parents.- The VIPS Coordinator consistently meets with parents, celebrates successes and encourages others to volunteer in the program. Her duties include keeping a log of volunteer hours, contacting and coordinating volunteers or meetings, school projects and activities.- We work hard to provide a warm inviting atmosphere from the front office to each and every classroom in the building. The office staff is friendly and knowledgeable concerning the many different aspects of the school.

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

Parental involvement funds: Home to School connection newsletters County wide calendar for all parents, stakeholders and employees Parenting Workshops, seminars, programs based on need Parenting month material and supplies- Coordinate with the county parent involvement coordinator to provide "parental needs assessment" surveys.- Using needs assessment results, plan and schedule workshops, programs, and seminars to meet needs. In many cases local school personnel are available to conduct these workshops and/or seminars.- Continue to provide parent/family literature and brochures. - Provide families with materials and contacts of available agencies that can assist in various family needs.

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 school sends home information in different formats. Examples include: Remind.com texts, DoJo.com, Memos, newsletters, Facebook.com, stickers, bracelets, etc...- We post school wide information on the school website, and outdoor sign. Parents are also contacted through Blackboard Messaging to let them know of upcoming events. -All information is sent home to students in their native language. Our district employs an EL Interpreter/Coordinator who serves as an interpreter for our schools system.- Classroom teachers send home newsletters, memos and information. They may also post assignments and information on the school website.-The local newspaper generously features our school as events

occur. We will continue to share news events, activities, and articles with our parents and community through the district app and school website.

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 School Parent Compact will serve as an agreement that outlines the shared partnership between school, parents and students. Other responsibilities include a shared interest in academic achievement, achieving high standards and building collaboration among the family and school. {Data from 2016-2017 Title I parent surveys and Advanced Ed parent surveys to aid in the development of the School-Parent Compact}. A random sampling of parents participated in prioritizing the "parent responsibilities" segment of the Parent- School Compact. Each grade level submitted responses to the "school responsibilities" segment. Responses were combined as one document. The parent compact will be sent home with every child. Parent and Student signatures will serve as documentation of approval. The Compact will also be discussed at a PTO Executive Board meeting, the September PTO meeting and parent conferences throughout the year.

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

Comments can be submitted in writing to the school principal. Comments can be discussed in a conference with school administration. Attend Clarke County School Board Meetings

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.

Update parent handbook with current information.- Offer parent workshops through our school counselor.- Counselor and other resource teachers set aside times to provide parents with an interpretation of assessment results including DIBELS and school adopted curriculum Weekly Assessments.- "Ways Parents Can Help at Home " newsletters, meetings or information is disseminated to parents

throughout the year.- Send a monthly "Sun Times" newsletter to parents. GHES Facebook page.

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.

- Continue to coordinate with the District LEA to provide "parental needs assessment" surveys.- Use of School website for current events and classroom activities.- Using needs assessment results, plan and schedule workshops, programs, and seminars to meet needs. In many cases local school personnel are available to conduct these workshops and/or seminars.- Continue to strive for 100% PTO membership and involvement.- Continue to provide parent/family literature and brochures. This information is readily available in the front lobby of the school. Additional literature and information can be found in the Parent Involvement Resource Center. We make current information available at PTO meetings through power point presentations and announcements.- We will strive to improve the information made available during the October Statewide Parenting Month- The Counselor will provide access to a Family Resource Center in her office. This will provide families with materials and contacts of available agencies that can assist in various family needs. - Resource teachers will be on site and able to help parents address ways they can assist their child in reading and writing. GHES Facebook page provides current updates and announcements.

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.

Our Grove Hill After School program invites parents, on many occasions, to participate in events with their child(ren). Examples: Halloween Haunted House Festival, Thanksgiving Feast, Love Snacks on Valentine's Day, Educational Field trips where parents accompany their child.- We currently have several Community Partners. We will strive to add more partners and strengthen the relationships currently in place.- Continue to invite our Community partners to Thanksgiving Lunch each year and other school wide events.- Continue to involve community members in our annual "Read Across America Day"- The local newspaper generously features our school as events occur. We will continue to share news events, activities, and articles with our parents and community.- Our VIPs program is a strong volunteer system in our school. We continue to strive to improve and involve many more community members. - Refer parents of preschool students to the HIPPY program director Mrs. Donna Nelson.

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.

- Response to Instruction (RtI) -PST: This team receives referrals from parents and teachers of students that are experiencing serious academic or behavioral problems. Teachers and parents are provided with support, ideas, and strategies for intervention in an effort to aid in resolving any academic or behavioral issues. Some of the intervention strategies include using the Title I instructional assistants, intervention teachers, resource teachers and peer tutoring. Behavior intervention plans are written, evaluated and progress is tracked until the student is graduated from this team. The more serious referrals are referred to special education for testing or to the 504 committee for a 504 plan development. Our goal is to identify and refer academic problems within the first grading period of school, so that remediation may begin immediately. The identification of academic or behavioral problems of student that transfer in after the school year begins will be within the month of their entry date.- Continue to provide parent/family literature and brochures. This information is readily available in the front lobby of the school. Additional literature and information can be found in the Parent Involvement Resource Center. We make current information available at PTO meetings through

power point presentations and announcements. - Refer parents of preschool students to the HIPPY program director.

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.

- The school sends home information in different formats. Examples include: Remind.com texts, Memos, newsletters, stickers, bracelets, etc...- We post school wide information on the school website, and outdoor sign. We also have a rolling portable sign that is used to display upcoming events and activities. Parents are also contacted through schoolcast to let them know of upcoming events.-All information is sent home to students in their native language. Our district employs an EL Interpreter/Coordinator who serves as an interpreter for our schools system.- Classroom teachers send home newsletters, memos and information. They may also post assignments and information on the school website.-The local newspaper generously features our school as events occur. We will continue to share news events, activities, and articles with our parents and community

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))

- Family Night/Day at the Book Fair- Parents and grandparents are invited to attend and shop for books at our school sponsored book fair two times per school year.- Physical Education & Sports Week Activities- Parents, relatives, community members and high school students assist students with sports week activities (Field day events, tootsie roll field day activities, and air jumpers day PTO Meetings are held 5 times during the school year- We hold Awards Day, Parenting Month activities- Each grade level take various field trips through out the year.

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.

I have completed and uploaded the Coordination of Resources - Comprehensive Budget.

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

ATTACHMENTS

Attachment Name


 GHES Coordination of Resources Comprehensive Budget 2022-2023

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)
 GHES Coordination of Resources Comprehensive Budget 2022-2023		.