



2022-23 Title I Schoolwide Diagnostic for ACIP_09242022_14:02

2022-23 Title I Schoolwide Diagnostic for ACIP

West Decatur Elementary School

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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.

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?

The comprehensive needs assessment was conducted online by students, parents, and staff. Some parents would come to the school to complete the assessment on the computer. Some parents used their phones to complete the assessment. After the surveys were conducted, teachers analyzed the data by looking at the areas of need and growth. Teachers were placed in specific groups based on the data to discuss the findings. We discussed areas we have succeeded in and areas we could improve and how we will meet those goals. Based on the results, the school encourages volunteers, good communication to parents, school supports parents in the educational process, leadership works collaboratively with school community, Principal works toward the vision, faculty and admin share a collective goal to meet the needs of all students teaching the whole child to become critical thinkers by using research based resources.

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

The comprehensive needs assessment was conducted online by students, parents, and staff. Some parents would come to the school to complete the assessment on the computer. Some parents used their phones to complete the assessment. After the surveys were conducted, teachers analyzed the data by looking at the areas of need and growth. Teachers were placed in specific groups based on the data to discuss the findings. We discussed areas we have succeeded in and areas we could improve and how we will meet those goals. Based on the results, the school encourages volunteers good communication to parents, school supports parents in the educational process, leadership works collaboratively with school community, Principal works toward the vision, faculty and admin share a collective sense of responsibility of student outcomes, student work is displayed, parents are welcome to visit the school, school is a safe place, staff supports and cares for students, positives school climate. We took these findings to continue to discuss strategies we have used to increase the culture and climate of the school setting.

3. What conclusions were drawn from the results?

The conclusion was drawn that West Decatur is a kid friendly school, a lot of parental involvement and events, that make parents feel safe and comfortable. More students will like to speak Spanish, students would like the pledge in English and Spanish, ensure the school program promotes the achievement. Students are happy at school. They like being celebrated, they think the school is colorful, teachers like them, and they think this is the best school. West Decatur will continue to use stakeholder feedback to improve in needed areas. We have incorporated embedded Professional development, grade level meetings, extended learning and

planning through collaboration, peer visit from school to school and within the building. Vertical team planning from grade to grade to assist with transition.

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

School programs such as Extended Learning tutoring and the summer enrichment program help students to stay ahead academically. With some of our students being 2 years behind grade level, they need this extra support system to keep them growing. Students have the opportunity to participate in the ART CLUB, Spanish Club, Student Council, Choir, math Team, Green Power Car, Robotics, STEAM, Wildcats news Show, Garden Club, Rise Above Boys Club, Robotics, Spelling Bee, Seize the Brain, Academic Cheer, Violin, Ambassadors, Talented and Gifted, in order to give them a wide array of extracurricular activities to build character and to keep them focused in school. Beginning of the mClass Data-Composite score 2022-23

BOY K Kindergarten Fall 2022 LNF 19% PSF 11% , 1ST First Grade PSF 77%NWF/CLS 46%NWF/WRC 52%ORF 13%. 2nd Second Grade Fall 2022 NWF/WRC 54%ORF-ACC 36%ORF-Fluency 39%MAZE 13%. 3rd Third. Third Grade Fall 2022 NWF/WRC 54%ORF-ACC38%ORF-Fluency 37% MAZE 31%.

STAR Reading: Kindergarten NA First NA Second. 20% Third 29% Fourth. 20% Fifth 17%

STAR Math: Kindergarten NA First NA Second 30% Third 15% Fourth 13% Fifth 6%

	Reading:	LEVEL I.	Level II.	Level III	Level IV
Grade 2.		36	38	22	4
Grade 3		34	44	20	2
Grade 4		32	45	21	2
Grade 5.		13	67	18	0

As you know, each year we receive a growth target score from the State Department of Education. This score is a part of our AYP Report Card At the end of the 21-22 school year, our students received a growth proficiency score for the State (grades 3-5) of 69%. This is up from the score of 38% that we received 20-21 (post-Covid). The targeted cumulative growth score for 21-22 was 56%, and you exceeded that target! YEE-HAW! Also, grades K-2 received a DCS cumulative growth score of 63%, up from 53% (received in 20-21) WAY TO GO!

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

The school goals of having every student college and career ready and able to transition from grade level to grade level is our goal at West Decatur. Our goals are connected to the priority needs by ensuring 65% of our students meet their grade

level goals in Reading and Math. Teachers will set high expectations and use rigorous strategy to get students to think critically. Teachers will set goals with individual students based on their needs. Ensuring students have one to one opportunity to use technology and integrate it during their daily learning activities. Students, parents, teachers using their data notebooks to communicate with each other, and also to record assignments. Teachers professional development aligned with the needs assessment to assist students and parents to know the correct tools and strategies to move students forward.

GOALS 2022-2023

EL Goals: Speaking-Listening-Writing-Reading- Overall Composite Growth

58% Targeted Overall Student Growth Proficiency with an intentional focus on reading instruction; State Report Card

5 points full score State Report Card

mClass-Composite

K Overall Composite Goal 22-23 school year 80%

1ST Overall Composite Goal 22-23 school year 52%

2ND Overall Composite Goal 22-23 School Year 50%

3RD Overall Composite Goal 22-23 School Year 50% or greater with fluency. ACAP 35% or greater in Reading and Math.

ACAP Reading. Math

2ND Overall 45% proficiency in Reading, overall 25% proficiency in Math

3RD Overall 55% proficiency in Reading, overall 35% proficiency in Math

4TH Overall 35% proficiency in Reading, overall 35% proficiency in Math

5TH Overall at least 5 students or more will be Proficient in Reading and Math

4th Grade Science Overall 25% proficiency in Science

State Report Card 2022-23-Math Goal Academic Growth-Increase by 12.70 points Reading-Maintain 94.57 or increase

Chronic Absenteeism increase from 12.93 to 14.00 or higher.

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

School wide goals are data driven. To set the goals, we analyzed all available data sources, ACAP, mCLASS, Scantron, DIBELS, ACCESS, STUDENT ATTENDANCE AND STUDENT DISCIPLINE, during faculty meetings and data meetings. There is an expected benchmark of 85% from all students on all formative and summative assessments. WDES is a Title 1 school, instruction is data driven based on the goals. Access scores are analyzed with special attention given to the CAN DO descriptors in whole and small group settings. To meet emotional and social, and physical needs, FACT provides assistance to families. Teachers volunteer a Saturday a month to learn Spanish.

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

WDES is a Title 1 school, instruction is data driven based on the goals. Access scores are analyzed with special attention given to the CAN DO descriptors in whole and small group settings. To meet emotional and social, and physical needs, FACT provides assistance to families. Teachers volunteer a Saturday a month to learn Spanish.

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.

Small Group Instruction - The classroom teacher as well as the EL teacher will work with small groups of EL students to increase student achievement. Support staff, interventionists, EL, and Special Education teachers will also collaborate with classroom teachers to meet the needs of students. Small group instruction will be determined by least mastered skills, according to data from Scantron Performance and Achievement Series test. Collaboration as a team will close the instructional gap of strategies being implemented. Grade level teams will work on feedback towards student self-regulation to assist students in setting and monitoring. Phonics routine, Morphology, LETRS Trained. Book study as a faculty and staff "Uncovering The Logic of English." River Clay Art Grant 2021-22 Purchased light pads and flipbook supplies. 2022-23 River Clay Art We had a student to place during the Youth Art Month and the River Clay Art Festival. 2021-22 We placed 3rd in the Daikin Art Contest. PE have twice received the Be Healthy School Grant from Blue Cross Blue Shield of Alabama. 25 schools from across Alabama are chosen to receive \$10,000 to be used for PE Equipment and to promote nutrition in the school. West Decatur was the only school in Morgan County to receive the grant. **Mathseeds** to support DMI strategies and basic foundational Math skills to support standards and hands on manipulatives to model problems in different ways; Picture books to do **read alouds** to teach math standards; Scholastic books to implement **novel studies in Open Court to challenge students.**

Expenses:

Todd Whitaker Professional Development \$2,133.33

Books for Book study- \$1,227.30

Math in Practice Heinemann K-5 Bundle 943.00

Mathematics -Tier 1 Tier2 instruction-materials for instruction, manipulatives for hands on instruction to support DMI strategies. \$557.71-3,792.99

Increase Math Proficiency on ACAP and STAR Literature Books in Math to teach lessons. Lesson plans aligned with the standards. \$530.89-\$416.75

Mathseeds-K-1 Online foundational Math Practice increase skills \$1,332.50

Lakeshore-\$2,422.63 Math goal of hands on in conjunction with DMI and AMSTI-Progress Monitoring and Benchmark Assessments-ACAP-Pacing Guide Assessment

2 instructional aides to do ELG'S and small group instruction, Tier 2. Reading and Math.

Professional Development \$400.00 Science of Reading Symposium for Education Leaders

Goal to order Novel Studies for Open Court Lessons for critical thinking skills.

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.)

All students at West Decatur will be proficient readers. A 15% increase of PreK , Kindergarten, First, Second, Third, Fourth and Fifth Grade Black or African American, Asian, White, Economically Disadvantage, Gifted and Talented, Hispanic, or Latino, Students with Disabilities, English Language Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all domain areas on grade level summative assessments in Reading ACAP and Scantron 5/25/2022. -Vertical Transition Plan Teachers will meet cross grade levels to share and collaborate about students' data with upcoming teachers that addresses students' success, challenges, learning styles, and other pertinent information. We have twice received the Be Healthy School Grant from Blue Cross Blue Shield of Alabama. 25 schools from across Alabama are chosen to receive \$10,000 to be used for PE Equipment and to promote nutrition in the school. West Decatur was the only school in Morgan County to receive the grant.

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.**

Students with intense academic needs are afforded the opportunity to attend the extended learning program which meets twice a week after school to reteach, review, and remediate skills and standards not yet acquired by students with academic needs. The program is differentiated for each student as it focuses on individual needs of each student. All academically diverse students are assigned differentiated assignments to complete at home for additional practice on necessary skills and standards. Extended Learning offered to 3rd grade students with more than 1 Reading deficits on specific assessments 3:00-4:00, provided snacks and transportation. Students also have the opportunity to attend the Boys and Girls Club free through the 21st Century grant.

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.

After students take WIDA ACCESS assessment, the data is used to provide student instruction based on their individual needs. Research based programs and interventions are used to address academic challenges. Language learners are instructed based on their achievement in each area of the W-APT and WIDA ACCESS Assessments. Students receive pull-out instruction in frequencies that vary according to their needs (i.e. students with lower language proficiency receive more pull-out instruction) Research Based programs such as Reading Horizons are used during instruction and other interventions are put into place if students are not showing improvement. ELLevations is used by classroom teachers to incorporate strategies that are best for language learners. Faculty and staff book study, "Uncovering the Logic of English."

https://docs.google.com/presentation/d/1DAIheUTzXOOS9DyX1O_gm77pbXOFU3S-UDK7DN2EXno/edit#slide=id.p (Lunch Choices slides in English/Spanish-Visual)

This score is a part of our AYP Report Card

At the end of the 21-22 school year, our students received a growth proficiency score for the State (grades 3-5) of 69%. This is up from the score of 38% that we received 20-21 (post-Covid). The targeted cumulative growth score for 21-22 was 56%, and you exceeded that target! YEE-HAW! Also, grades K-2 received a DCS cumulative growth score of 63%, up from 53% (received in 20-21) WAY TO GO!

Masterworks-EL Translation system for parents-Blackboard messages in English/Spanish-Calendar English/Spanish All lines of communication English/ Spanish

Meetings held in the mornings and evenings to accommodate 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.

The school interpret student academic achievement to parents by allowing the 3 EL teachers to meet with individual parents one on one about the WIDA Assessment and growths and areas of need. We also encourage Literacy Night/Math Nights and include a translator. During parent conferences, teachers can discuss the data, and use Ellevation as a tool to share more strategies with parents. We will also use a STAR Progress Monitoring in to track students and prepare them for Spring Access, mClass Progress monitoring while driving the teacher's instructional strategies. We also do the following; Home Language Survey, IELP is given in Spanish, Kindergarten standard report cards and grade level expectations are given in English and Spanish, FACT; assist parents and students with basic needs, 4 people in the building speaks fluent Spanish, Translator when assistance is needed for the nurse, discipline, office, translator kits for parents during parent meetings and events. Parents meet with EL staff and an interpreter to be informed of students academic progress. Additionally, all information that is provided in writing is translated into their home language. Also, Parents meet with EL teachers to discuss student placement in the EL program. informing them of the student's current proficiency and the goals that need to be met. Interpreters are present at meetings to translate information into the parents' home language. All EL Plans, any assessment information and other notifications are sent to parents translated. Any parents who are unable to read/Day of the Dead Celebration-Hispanic Heritage Celebration-Cinco de Mayo

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

1 new teacher in third grade-Math coach-Added two new units. One in First and one in kindergarten

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

The experience level is highly qualified, and a characteristics of teaching the whole child and gaining knowledge of the child in order to teach the students. Also, being flexible and adjusting instructional practices based on individual data. About 10 teachers completed scholarships for National Board Certification. 1 National Board

Certified Teacher. Teachers are eager to apply for grants to gain resources to help their students. 2 Pursuing national Boards. All K-3, EL Teachers are going through LETRS.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

The district with Principals attend a career day at various colleges. We also do pre-screening for interviews. We try to hire early. We also have a mentoring program within the building and within the district to help teachers become better in their craft and to understand procedures in the district. The principal also works in conjunction with the Human Resource Supervisor Dr. Evans regarding highly qualified personnel.

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

Data is used to drive professional development. If we see data in a particular area is not increasing or if we see an area of growth, we plan professional development to grow in these areas. Also, if coaching and modeling is not helpful, we know it is important to give instructional support. To help increase Math and Reading scores, teachers had Professional development with Decatur Math Initiatives to increase student engagement through hand signal moves and questioning that get students to think more critically.

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

Professional development includes, Decatur Math Initiative, Alabama Reading Initiative, LETRS Training for principal and teachers, Ole Pete Key, PD Stem Lab with Faith Plunkett for technology, Google Bootcamp, nSide Safety training, Blue Ribbon School Conference, EL Conference. Book study "Uncovering the Logic of English." "Shifts" Book study 2022

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.

Within the building at WDES, new teachers are assigned a peer buddy within the school. Teachers have the opportunity to take buddy visits to other schools, based on need and a reflection of instructional performance and data. Teachers meet once a month with the district in order to learn various instructional practice for the district. Reading Coach, TIR-Teacher In Residence, and the Principal support teachers instructionally.

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

Professional development is sustained based on needs and assessments through daily observations. Teachers attended on going professional development to improve their craft. Some teachers visited the Ole Pete Key LETRS Training, Decatur Math Initiative leaders, Kindergarten Conference, Wiley Blevins(to increase phonics and stronger readers). National Blue Ribbon Conference, EL Conference, Mega Conference. Sound Wall Training showing student show their mouths should look with each phonetic sounds. 8 teachers have achieved higher degrees. Three are pursuing National Boards.

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.

Teachers have vertical team meetings to discuss what students should know before the move forward. Transitioning to the meddle grades, students take a tour to the school in May of each year. A counselor fro the Middle School comes to help 5th graders choose the classes for the next year.

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)

na

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

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

The faculty and staff analyzed all data sources (Scantron, DIBELS, Wonders Assessments, Achievement Series, Pacing Guide Assessments) throughout the beginning of the school year during grade level meetings and faculty meetings. Visual tracking charts were created to show levels of students. Grade level teams were charged with looking at their particular grade levels and drawing conclusions and teaching implications as discovered by the data analysis. Teachers identified standards that were not mastered as focus standards that would be weighted heavier in the whole group and small group instruction. Moreover, teachers were asked to develop instructional groups based on the analysis of data. Instructional

support staff were assigned to lower proficiency groups to give students additional small group targeted instruction.

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?

Based on the results of the State's Annual assessment through Scantron, students have shown significant growth over the past year on the fall, winter, and spring benchmark assessments. Academic achievement has improved through all grade levels. By disaggregating the data results of the Scantron, indicators show that students have increased performance on state standards. Also, by comparing the Achievements Series test created by the district, students have shown mastery of standards taught. By the indication of the student growth, this shows that the schoolwide programs that are in place have been effective. We have twice received the Be Healthy School Grant from Blue Cross Blue Shield of Alabama. 25 schools from across Alabama are chosen to receive \$10,000 to be used for PE Equipment and to promote nutrition in the school. West Decatur was the only school in Morgan County to receive the grant.

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?

Teachers and administration conference for thorough reflection and analysis of data from standardized, benchmark, and common grade level assessments to revise curriculum planning as needed to ensure continuous improvement of students schoolwide.

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.

Extended Day Tutoring assist students in being successful academically and meet their targeted growth. All resources and programs are based on the need of the school and student achievement. We also have a free lunch and breakfast program, and FACT that support parents with needs. Food bags are sent home to students in need for long weekends and Holiday Breaks. Students are adopted for Christmas. Clothes our kids donates clothes to students upon request. Dental, medical, household needs are met through FACT.

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).

OSR Officer of School Readiness PRE-K program is at West Decatur. We also have different programs through counseling to teach Drug Free and Anti Bullying. The Extended Learning Tutoring after school targets standards not met. The program also catches students up who are below grade level. The summer enrichment program also give students something to do during the summer while learning academics. This year the district will provide transportation. Red Ribbon Drug Week-Rise above Mentoring Group-Fact Program assist with housing and financial support-food-clothes;etc. Summer Learning Academy is a program put in place to close the learning gaps between school years. It is a rigorous multi week program that targets standards that students did not master during the school year. transportation and lunch is provided to students who attended SLA. Wildcats Academy is offered during the school year. Transportation and snack are provided. Third grade is top priority. Visits from SRO/Fire Department promote safety and relationships. Counseling small groups to support emotional needs. KUDER Galaxy in Counseling-Career Tech Program. Edmentum Base counseling Program-small/whole group. RHITHM Check in dailky from students of how they are feeling.

ACIP Assurances

Instructions:

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

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

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







YES

NO

N/A

ATTACHMENTS

Attachment Name

-  Acip assurance #2 Evans
-  ACIP ASSURANCE 3
-  action plan ARI
-  DCS West Decatur Title 1 Allocation 2022-23
-  SCHOOL COMPACT
-  SLIDE SHOW ANNUAL TITLE 1

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))

At WDES, we hold a Annual Title meeting at the beginning of the school year to make sure parents understand their Rights to Know, and the 1% set aside. Parents understand they have the right to be involved. The Title 1 meeting helps parent know the difference between a Title 1 and non-Title 1 School. Parents are notified of the meeting through, Blackboard message, notes in Spanish and English. The meeting is offered at two times during the day and evening, to ensure all parents the opportunity to attend. We discuss the following: What does it mean to be a Title1 school,how to request your teacher's qualification, introduce parent/leaders contact information.

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.

Parent meetings are offered in the morning and afternoon to ensure parents have various opportunities to come to meetings and events. When parents have conferences, the school has an extra room with activities set up for the children, so parents can concentrate on the need of their child. Parents know in advance about upcoming events. We communicate with parents through letters, Blackboard message and agenda notebooks. For two way communication, parents are also able to call, email, Class Dojo to communicate with parents effectively. We also have translators on site to ensure parents feel comfortable and understands what is expected of their child. Parent conferences are built on the district calendar this year. Parents can meet with their child's teacher when it is convenient for the parent. Classes are able to be covered. Data reports and extra support and resources are giving during these meetings for instructional support. 21st Century Boys and Girls Club-Decatur Youth Services offer after school assistance and tutoring for free with free transportation. Any events we have are offered during the mornings and afternoons.

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 involved in the process by the parent advisory committee meet to discuss and learn the plan. Parents are able to provide suggestions on how the Parental Engagement Plan funds can be used. Suggestions for expenditures are based on the parent surveys. Parents are ensured WDES has an open door policy, and parents are welcome at the school anytime. Parents are encouraged to attend the annual Title 1 meeting where parents have the opportunity to learn about Title

1 Schools and visit the classroom. Teachers communicate with parents via newsletter, phone calls data agenda notebooks, email, phone calls and conferences. Parent surveys are sent out electronically to get input fro the parents.

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

Communication is offered in English and Spanish. Pamphlets are ordered with different topics to help parents support their child at home. We also order materials for Reading and Math the parents come to the school to learn how to use them first and they can check the resources out. Home School Connection Newsletter is purchased to assist parents with ideas how to help their child at home. Data notebooks with folders, crayon pouches for supplies, Take Home folders K-2/ Agenda Books 3-5 are purchased as a two way communication. Postcards are sent to students to encourage, brag, and motivate them. Parents are also active with PTO and volunteering for the Fall Festival, Field Day, School clean up day, etc. Muffins with Mom, Doughnuts with Dad.

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))

All information given to parents are in a language they can understand. Translators are accessible at all times. At the Annual Title 1 meeting each year, we explain to parents the Title 1 programs, expectations of the curriculum, forms of academic assessments, and achievement expectations. Parents are encouraged to be a part of the Advisory Committee to represent our school. West Decatur has an Open Door Policy and parents are encouraged to be partners in their child's education. We look at the parents' home language surveys, and we send messages home via paper, email, and Blackboard messages in English and their preferred language. Parents receive a copy of state assessment scores, ACAP and ACCESS scores. They are also located in their cum records. Literacy Act information is given at Literacy Nights and Math Nights. We send home updated data and resources monthly, and have conferences with parents to ensure they understand the data and updated resources. When we see continuous deficits in students academic performance or behavior, we communicate this with the parents.

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))

West Decatur promotes strong parent and teacher engagement. One way to establish this partnership is the School Compact, which is an agreement between home and school responsibilities. A copy of the compact is sent home for parents to revise and make any changes. Teachers also meet to make any changes. The school compact is explained at the Annual Title 1 meeting. The school parent-teacher compact is kept in the child's classroom and one is placed in the child's cumulative folder, after the teacher, parent, and principal signs it.

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

Parents may submit a letter to the teacher or main office. Parents may request a conference to discuss any changes within the plan. Parents may mail a letter to the district central office: 302 Fourth St NE Decatur, AL 35601 Parents can also make suggestions to the Advisory Committee which is made up of parents to represent the school. Parents can also view a copy on our school website, classroom, or parent center/main office.

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 of participating students will be sent in English and Spanish via paper, school cast, and personal phone calls. At West Decatur, FACT (Family Assistance Through Community Ties) is based on site. This program provides various ways to meet needs of parents through parenting classes, financial needs, etc. The FACT program offers counselors that work with students as well as parents. There is also a translator to help parents. Also, Decatur City has on-site Parental Engagement Specialists that service Title I schools to make home visits and work to meet the needs of families. All information (to the extent practicable) is sent home to families in a language they can understand so all parents are informed of activities, issues, and instructional strategies. Two bilingual individuals are available to communicate with parents as needed. Monthly calendars are sent home by classroom teachers including upcoming events relative to that classroom. Also, the school marquee shows monthly events. 66% strongly feel welcome at our school and 66% strongly feels the school encourages them to be involved in their child's education. 94% of

the parents feel teachers in the school are interested and cooperative when discussing their child's academic progress and concerns.

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.

All information (to the extent practicable) is sent home to families in a language they can understand so all parents are informed of activities, issues, and instructional strategies. Two bilingual individuals are available to communicate with parents as needed. Monthly calendars are sent home by classroom teachers including upcoming events relative to that classroom. Also, the school marquee shows monthly events in English and Spanish. A monthly calendar will be posted in the office for all parents who come in and have questions about events. The website and Facebook is updated in English and Spanish. Sip and chat with the Principal to talk about meaningful home parent strategy-and team building as a school partnership.

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.

All information (to the extent practicable) is sent home to families in a language they can understand so all parents are informed of activities, issues, and instructional strategies. Two bilingual individuals are available to communicate with parents as needed. Monthly calendars are sent home by classroom teachers including upcoming events relative to that classroom. Also, the school marquee shows monthly events. Parents volunteer for different activities.

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.

All information (to the extent practicable) is sent home to families in a language they can understand so all parents are informed of activities, issues, and instructional strategies. Two bilingual individuals are available to communicate with parents as needed. Monthly calendars are sent home by classroom teachers including upcoming events relative to that classroom. Also, the school marquee shows monthly events. Facebook and the school website has events in English and Spanish, schoolcast.

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.

Any communication (to the extent practicable) sent home is written in a language parents can understand. At every school-wide Parent meeting, an interpreter is available to make sure the parents understand what the administrator and teachers are communicating to them. West Decatur Elementary is a handicapped-accessible building, and every effort is made to accommodate parents with disabilities. All

migratory parents are afforded the same rights as any other special population groups.

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))

Any communication to the extent sent home is written in a language parents can understand. At every school wide parent meeting, an interpreter is available to make sure the parents understand what is being discussed. West Decatur is a handicapped accessible building, and every effort is made to accommodate parents with disabilities. All migratory parents are afforded the same rights as any other special population group. Homeless families are given the McKinney Vento Rights and should be enrolled.

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

 DCS West Decatur Title 1 Allocation 2022-23

eProve™ strategies: Goals & Plans







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

- Yes
- No

01/09/2023

West Decatur Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Acip assurance #2 Evans	ACIP ASSURANCES	• 1
 ACIP ASSURANCE 3	ASSURANCE 3 Dr. Underwood	• 1
 action plan ARI		• 1
 DCS West Decatur Title 1 Allocation 2022-23	Parenting-Material and Supplies-Professional Development-Personnel	• 1 •
 SCHOOL COMPACT		• 1
 SLIDE SHOW ANNUAL TITLE 1		• 1