



Title I Schoolwide Diagnostic for ACIP 21 - 22

Title I Schoolwide Diagnostic for ACIP

Margaret Yarbrough 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.

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?
Surveys, assessment data, and stakeholder meetings. 21 -22

2. What were the results of the comprehensive needs assessment?
The staff would like more time to accomplish the demands placed upon them and empowerment to lead, collaborate, and celebrate with each other. Parents indicated they would like to have more knowledge as to become more involved with our planning and review committee and what it means to be a Title 1 school. Students also expressed a need to understand the joy of learning even when it is not tied to a grade and are in need of connections with others for students who feel lonely. Due to the unusual circumstances of last year, we acknowledge gaps in learning that need to be bridged.

3. What conclusions were drawn from the results?
Due to the isolation of some students due to the pandemic, we seek to build more solid relationships with each student and understand diversity, strengths, and weaknesses. We are participating in professional development to help bridge learning gaps in all learners. We have hired a parent liaison to help develop stronger bonds with community stakeholders.

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?
Our student population as a whole made gains in reading and math according to STAR. Our subgroup of special education students continues to not make gains comparable to our other student body members. We will continue to survey student interests and provide mentors for all student populations so that each student is well-known by at least one adult on campus. Collaboration between faculty and staff will continue to increase the use of technology, as well as peer coaching. We will work to build positive relationships through the Positivity Project.

5. How are the school goals connected to priority needs and the needs assessment?
Our goals are connected to the needs assessment and school strategic plan as we are implementing the Positivity Project, and have upgraded our technology equipment. We are continuing to improve math and reading scores (always a goal) by continuing to assign peer tutors, conduct family engagement activities (such as

Book Club, STEAM Night, etc...). We have implemented a one-to-one device school-wide so that all students have access to technology. We have hired additional staff to offer more instructional support to students who are falling behind their peers.

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

Our goals are formed through analysis of survey questions, open-ended responses, test scores, faculty/student dialogue, and academic screeners.

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

Our goals address the needs of the entire school population by using student interest surveys, collaboration among the staff and student population, and continuing to instill leadership traits and firm reading habits through programs previously mentioned. Again, we have hired additional staff to assist with academic needs and implemented a one-to-one technology device within the school.

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.

Yarbrough faculty uses Best Practices in all classrooms. We have a math and reading interventionist who works with students struggling in reading and math, as well as a tutor. Our after-school program offers scholarships to needy students and provides tutors and homework help for those in need. All teachers have a protected guided reading time that allows students to receive reading instruction at their personal instructional level. We partner with Our House and The Boys and Girls Club which are community stakeholders located in low economic neighborhoods.

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.)

YES provides counseling to all students in a class setting as well as a small group or individual setting. We partner with EAMH and behavior specialists as needed. We use Insights to Behavior for behavioral problems within the classroom, or if needed for a behavioral special education referral. YES educates students in a tiered system. Whole group instruction is given, with small groups pulled for reteaching. Additionally, we have a Title 1 teacher and tutor (part-time) that provide research-based interventions to underperforming students in the areas of reading and math. Special education students are provided instruction in their classrooms, and in the general education classrooms.

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.**

We partner with Our House and The Boys and Girls Club which offer after-school help to economically disadvantaged students. Additionally, we work with Esperanza House, which provides services for our Hispanic ELL students. Our after-school program offers scholarships to needy students and provides tutors and homework help for those in need.

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.

Our ELL students receive pull-out instruction if needed. Our ELL teacher and reading interventionist work closely with classroom teachers to help accommodate assignments and assessments. Our Interventionist provides additional instruction to economically disadvantaged students as needed.

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.

During the Individualized Educational Language Plan (IELP) meetings, classroom grades and standardized test results are discussed with the parent(s). A liaison is present to help explain the reports and how the ESL teacher uses the information to guide instruction. Translation tools are also used to convert documents when necessary. New assessments or changes in the assessment program are also discussed. ESL teachers work with Liaisons and classroom teachers to assist with

Parent/Teacher Conference days. The Parent/Teacher Conference provides an opportunity for parent(s) to gain a better understanding of their child's progress and academic expectations.

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

We had one contract not renewed and one teacher retired during the 20-21 academic year. We have had to hire additional staff this year to accommodate students returning from remote to traditional learning this (21-22) year.

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

All faculty members are highly qualified.

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)?

We do not have a high turnover rate.

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

Our instructional coach reviews assessment scores with the teaching staff in academic areas to identify student needs. Professional development is then provided to teachers in areas of concern within the school. Professional development is offered in these areas at the district level as well.

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

Faculty and staff are provided numerous opportunities for professional development in all academic areas. Our Director of Curriculum and Instruction at the district level provides a monthly newsletter listing various opportunities for professional development for all teachers. Additionally, staff are able to access professional development classes through Chalkable (STIPD) and are also informed through school emails. Professional development topics include a myriad of subjects such as dyslexia, technology, math, and reading strategies

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.

ACS provides a mentoring class for new teachers (S.W.I.M) with monthly meetings. Additionally, new teachers are assigned a mentor within the school. We also have an Instructional Coach that mentors all teachers, but especially new teachers.

12. Describe how all professional development is “sustained and ongoing.”

Professional development is sustained in ongoing in that we have many sessions that continue over a year or more span, such as the LETRS cohort group. We have faculty professional development days dedicated to professional development where teachers are trained with their grade-level peers. ACS teachers are required to complete PLPs which ensure professional development is ongoing. YES also participates in book study groups based on professional learning.

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.

Our student population is fourth and fifth grade. In a typical school year, incoming fourth-graders visit YES at the end of their third-grade year to meet the teachers, tour the campus and learn expectations. Fifth graders travel to the middle school in the Spring for the same tour. We plan to continue this tradition when activities are resumed. During the 20-21 school year, we made videos for incoming fourth graders to address frequently asked questions and introduce staff members. Next year, Yarbrough will return to a 3 - 5 school, so we will hopefully be able to allow incoming new students to visit our school as we've done in years past.

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?

We analyze data from annual assessments to form our focus for the following year based on academic achievement. We hold data meetings with the faculty to address strengths and weaknesses. We use our findings to plan instruction and interventions. It also allows us to differentiate teaching for each student.

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?

We use data from state and school assessments as well as the STAR screener to increase the achievement of students who are furthest from achieving the standards. We place these students in tiered instruction and deliver instruction based on identified needs.

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?

We meet monthly to analyze data and evaluate progress. We meet as an RTI team to ensure continuous improvement of students in the schoolwide program. Our interventionist checks student progress weekly and conferences with faculty to ensure quality instruction is delivered to improve student success.

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 1 provides intervention for all students in need of intervention. The Title III programs provide support for our English Language Learners. We partner with several organizations at the local level including Blessings in Backpacks to provide food for at-risk students on the weekend. Our House provides food, family, and academic services to students living in poverty. Esperanza House provides the same services as OurHouse for Hispanic students in need. We also have an after-school program that offers academic support and free tutoring sessions before school.

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).

Our school offers free or reduced breakfast and lunch for students who meet the criteria. We also offer free after-school and morning tutoring and teach positive life habits through the Positivity Project program. Y.E.S. partners with several Auburn

University programs to offer mentors to students in need. All students were offered free lunch and breakfast for the 2021-2022 school year.

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



Leadership team

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

YES

NO

N/A

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

YES

NO

N/A

Parent and Family Engagement

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

During the first nine weeks of school, we hold our annual Title 1 meeting (virtually this year). Parents are notified of this meeting through flyers, a phone message system, and the school website. Topics that are discussed at this meeting include the school-wide improvement plan, the school's parental engagement plan, school-parent compacts, school-wide status, federal government money, parents' right to know, and the 1% of Title funds set aside for parental engagement. At the meeting, opportunities for parental engagement are shared and encouraged. The meeting topics are guided through the ALSDE Title 1 Powerpoint presentation.

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.

Meetings are held for parents to discuss the needs of students and to offer suggestions as to how best to meet those needs. Meetings take place at various times including before, during, and after the school day. An annual conference day is held for all students in the fall. Childcare is provided at school-wide meetings by certified staff. Conferences are also conducted at various times during the school year if needed.

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).

Spring surveys are sent home to solicit parental input in our decision-making process. Furthermore, a Title 1 Parent Advisory Board is formed as a way for parents to become involved in the planning, review, and improvement of the Title 1 program and school-wide plan. All parents are invited to be on the Title 1 committee at the fall Title 1 meeting.

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

Title 1 parental engagement funds are used to provide parents with informational handouts and resources to help their child(ren) at home. We provide opportunities for families to come to the school for instructional strategies and educational games. Title 1 funds are used to supply materials needed for educational resources

for parents, such as books for Family Book Club and materials for STEAM Night. Identified students are given books for independent reading over the summer.

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 correspondence is provided to parents in a language they can understand or a parent liaison is available when needed. We also have the resource, TransAct, which gives us access to school documents translated in various languages. Secondly, parents are provided a progress report every 4 1/2 weeks, and they may request a meeting at any time. Parents of students receiving Title 1 services are notified when the student enters, and are sent updated progress reports every two weeks. Classrooms send newsletters weekly, and a school-wide newsletter is sent home monthly. We have parent liaisons fluent in Spanish and Korean to assist during parent conferences. Spanish and Korean are our two most spoken foreign languages in the system.

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 describes the responsibilities of each stakeholder; teacher, parent, administration, and student. Each teacher houses their compacts in the classroom and reviews them during conferences. The school-parent compact is updated annually and all stakeholder feedback regarding revisions is considered at that time. The PTO board represents YES parents and meets once a month. At this meeting, parents are afforded the opportunity to meet with Yarbrough's administration to discuss any matter related to the school as a whole. All stakeholders are surveyed in the spring, and input from those surveys is considered as well.

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

YES has a school-wide leadership team that reviews, evaluates, and revises its school-wide plan. At least one parent representative serves on this team to represent parent interest. All YES parents have access to the CIP via the school's website, as well as a paper copy located in the Title 1 room. Parents are notified of revision processes through written correspondence. The letter makes parents aware that the plan is available for review in the Title 1 room and on the school website. If a parent finds the plan unsatisfactory, he or she has the right to submit

any concerns in writing to the school. The school will, in turn, submit the concerns to the district 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.

Yarbrough will provide training for parents in understanding topics such as state standards, local academic assessments, the requirements of Title 1, and how to monitor their child's progress and work with teachers to improve the academic performance of their child. YES will accomplish the majority of this through virtual Meet the Teacher and Curriculum Nights during the first nine weeks of school. Parents receive an overview of the state's academic content standards and local assessments. In addition, at our annual Title 1 meeting, an explanation of our school-wide Title 1 status is explained, along with a description of services offered, and how parents have a right to be involved in their child's education. Parents will be given the opportunity to meet their child's teacher, learn about individual classroom assessments, and gain knowledge of strategies to work with teachers to improve the academic achievements of their child. education. Parents will be given the opportunity to meet their child's teacher, learn about individual classroom assessments, and gain knowledge of strategies to work with teachers to improve the academic achievements of their child. YES offers opportunities throughout the year at various times to allow parents to learn strategies to help their student academically.

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.

Teachers are provided opportunities for professional development through the East Alabama Inservice Center (EARIC), district in-service opportunities, state department conferences/workshops, colleague conferences, job-embedded training, and other offers. Other staff members are given professional development opportunities through outside sources and district training. Teachers are encouraged during committee and faculty meetings to reach out to community resources as part of the educational process for funding and partnerships in the schools. Parents are provided with information during the above-mentioned meetings on various agencies that provide help to families.

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.

YES provides materials and training to help parents work with their children to improve academic achievement. Parent Education Fairs hosted at the school include parental engagement events like Literacy Night, Family Book Club, Curriculum Night, STEAM Night, and parent conference days. Additionally, Family Book Club guides the literary conversation between parents and students with the instructional coach modeling "book talks". Family Night provides the opportunity for parents to learn the academic objectives and ways to help their students master them in all academic areas. Curriculum Nights explain learning objectives and methods parents may use to help their child reach academic success.

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.

Parents are provided with pamphlets and other resources such as books, flashcards, websites, and games to help them with their child's academic needs. A Parent Informational Fair held during the year offers additional strategies to help their student succeed. The materials available during the fair remain available to parents all year. Y.E.S. also partners with Boys and Girls Club as well as Our House to assist parents of at-risk students so that they may understand learning objectives and use various strategies to improve their child's academic success.

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.

Correspondence related to school and parent programs, meetings, and other activities is sent to parents in a language that parents can understand to the extent practicable. Correspondences are translated by the district's ESL translators or through a translation website. Parents are also surveyed yearly so they may offer insight or address concerns. These surveys are available in different languages.

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))

YES provides opportunities for the participation of all parents with limited English proficiency, parents with disabilities, and parents of migratory students. Our ESL teacher provides communication and outreach opportunities for ELL and immigrant families to build relationships, bridge the cultural gap, and provide assistance with tasks and activities associated with merging into a new culture. Every effort is made to accommodate parents with disabilities. YES is a handicapped-accessible building

and abides by all ADA regulations and policies.is made to ensure that necessary parent communication letters are sent home in their native language.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

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

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

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

ATTACHMENTS

Attachment Name






Coordination of Resources

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)
 Coordination of Resources		•
 Leadership team		• 1
 Strategy Map		•