Title I Schoolwide Diagnostic for ACIP _09282021_13:04

Title I Schoolwide Diagnostic for ACIP

Oak Park Elementary
Theodoria Smith Jackson
1218 16th Avenue SE
Decatur, Alabama, 35601
United States of America

Title I Schoolwide Diagnostic for ACIP - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

Table of Contents

Title I Schoolwide Diagnostic for ACIP - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

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^{TM} 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 - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The planning process at Oak Park Elementary is an on-going process. Throughout the year information collected will be utilized to rewrite the plan, which will better meet the needs of all stakeholders: students, parents, teachers and staff. The process begins with the Leadership Team which includes representative from all areas of the school life including grade levels, special education, ELL, preschool, parents, staff and special areas. The leadership team serves as an advisory committee to the administration and as a means of informing The planning process at Oak Park Elementary is an on-going process. Throughout the year information collected will be utilized to rewrite the plan, which will better meet the needs of all stakeholders: students, parents, teachers and staff. The process begins with the The leadership team serves as an advisory committee to the administration and as a means of informing all constituents. Throughout the year formal and informal surveys are completed to help plan, monitor and evaluate the CIP and Title One plan and its goals. The plan also encompasses analysis of student achievement scores data to review for improvement constituents. Throughout the year formal and informal surveys are completed to help plan, monitor and evaluate the CIP and Title One plan and its goals. The plan also encompasses analysis of student achievement scores data to review for improvement.

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

The results of the comprehensive needs assessment addressed strengths in reading and math. The following subgroups showed an The results of the comprehensive needs assessment addressed strengths in reading and math. The following subgroups showed an increase in reading with all students, special education, black, and white. The following subgroups showed an increase in math with all students, special education, and black. The results of the comprehensive needs assessment addressed the areas of reading, math, and attendance school wide show the need for improvements in each of these areas. The following subgroups showed a decrease in academic performance in reading: Hispanic The following subgroups showed a decrease in academic performance in math: Hispanic and White students. School wide attendance decreased to 94%, which is below the goal of 95%.

3. What conclusions were drawn from the results?

The following subgroups showed a decrease in academic performance in reading: Hispanic and Black students. The following The following subgroups showed a decrease in academic performance in reading: Hispanic and Black students. The following subgroups showed a decrease in academic performance in math: Hispanic and White students subgroups showed a decrease in academic performance in math: Hispanic and White students. School wide attendance School wide

Title I Schoolwide Diagnostic for ACIP - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

attendance decreased to 94%, which is below the goal of 95%. The conclusion of the comprehensive needs assessment showed we need to increase the overall school wide attendance

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

The results of the comprehensive needs assessment addressed strengths in reading and math. The following subgroups showed an increase in reading with all students, special education, black, and white. The following subgroups showed an increase in math with all students, special education, and black. The results of the comprehensive needs assessment addressed the areas of reading, math, and attendance school wide show the need for improvements in each of these areas.

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

Our school goals or aims work to instill intrinsic motivation in our students to meet academic achievement. We also have implemented the house family system inspired by The Ron Clark Academy, to our entire school!. Research has shown that student learn better when they have a sense of belonging. We are demonstrating a sense of belonging in the world by using transformation methods and techniques that are embraced and replicated everywhere. We also did a book study using the book "Make a Difference" and did PD using the strategies to promote understanding others.

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

Excellent teachers can assume leadership roles that enable them to expand their impact beyond their own classrooms by helping peers. The roles these teacher-leaders take vary greatly from school to school, and in some cases teacher-leaders do not have a formal title. Effective teacher-leaders do have a common purpose, however: to enable their peers to improve and ultimately increase their students' learning.

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

The goals address the needs of the whole school population by addressing the specific needs through the analysis of data by grade level, data, and faculty meetings. The following reports are used to analyze and to drive instruction: Scantron, Exact Path, ELG Literacy Groups, Wonders Assessments, This data is used to identify disadvantaged students and to differentiate instruction.

Component 2: Schoolwide Reform Strategies (Sec. 1114 (7)(A)(i)(ii)(iii)(I)(II)(III))

Title I Schoolwide Diagnostic for ACIP - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

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.

> Student population will show growth in Math and Reading. All Students will demonstrate a proficiency or demonstrate growth in REading and Mathematics. Classroom Instruction - Teachers will implement explicit instruction through the use of small/cooperative learning groups in every classroom. The teachers will use the Pacing Guide Math curriculum to implement instruction. We will use classroom technology (Computer laptops and IPADs,etc.) to enhance teaching instruction in the classroom. We will complete a Family Fun Night including activities for students and a After school activities that will have one session for K-2 students.

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.)

> Create an effective school community that provides enrichment opportunities for all students. Collaborate to provide real world experiences for all students. Enrichment Opportunities - Providing experiences and environment to encourage and enrich opportunities for all students. Category: Develop/Implement College and Career Ready Standards Research Cited: Research has suggested students who feel their school climate is safe and supportive increases student achievement.

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.**

Title I Schoolwide Diagnostic for ACIP - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

Oak Park Boys and Girls Club located in our building that provides our students with after-school service from 2:30-6:00 everyday. Students are provided with enrichment activities, help w/ homework, STEM activities and social skills. We also provide fall, spring and summer extended learning and after-school tutoring in grades 2-5 to any students needing support or reinforcement of academic skills in reading and math beyond the regular school day.

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.

We have a school liaison Latoya Brown/ FACT program, and Community Liaison provided by the district which serves a liaison to ensure that children and youth in homeless situations are identified by school personnel and through coordination activities with other entities and agencies; once these students are identified, the local liaison must ensure that they receive the services and supports they need to have equal opportunity to enroll and succeed in the district's schools

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 make sure that ELL families receive all of the school's scheduling and other important information in their native language not just in English—to ensure they "get the message." We provide school cast in both languages (English and Spanish) all respondence going. When parents understand the school's information, they can more effectively support their children's understanding of it. We provide interpreters in all school meetings. We also have two ELL certified teachers that provide ELL services to our students.

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

During the past year (2019-2020) our school retained 40/45 teachers with 3 new hire and 1 transfer.

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

5-10 years is the average experience level of key teaching and learning personnel

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 participate in college job fairs and provide new teacher training to promote retention in our district. We also participate in teacher mentoring training in our district.

Title I Schoolwide Diagnostic for ACIP - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

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

The widespread collection of data in our school has given rise to vast amounts of information. For classroom teachers, using data to inform instruction has had a transformative impact on their ability to identify student strengths and weaknesses and differentiate learning. In the same way that student profiles help teachers target instruction by including students' strengths and weaknesses, identifying information, grade, etc., this same information is used aggregated to the school and district levels to create school- and district-wide profiles. For teachers, developing data-informed student profiles to understand how students learn has a tremendous impact on identifying student needs and planning effective supports. For administrators, understanding the educational strengths and weaknesses

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

Some of our professional development opportunities for this year include: Math, Number Talks, Words their Way, Touring Ron Clark Academy, Math movement, OGAP Training, Explicit Phonics Small Group Training, Strategic Teaching Training, Learn thru Movement, Inc, Books talks for math and reading.

11. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New teachers participate in a district-wide mentoring program set in place before the school year begins. At the initial meeting, teacher mentors should meet with beginning teachers to set up goals and objectives for the year. To succeed, the process includes strong administrative support. New teachers and inexperienced teachers are also participate in a district-wide New Teacher Academy.

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

Maintaining energy and commitment for continued learning requires not only focus and determination, but also a substantial enough goal to drive a teacher's focus all year. A school culture that values continuous professional learning can sustain innovations in teaching, and increase the likelihood of student achievement. As a school we provide: Flexibility - the ability to pursue learning over an extended period of time with the freedom to confront new issues/interests that arise. Critical Reflection - implementation of new learning must include thoughtful and continuous reflection and assessment aligned to school, teacher and student-based evidence. Structures - strategic and recurring time to meet and plan, opportunities for feedback on performance and ensuring places and spaces for teacher leadership, lend themselves to sustained professional learning throughout a school year.

Title I Schoolwide Diagnostic for ACIP - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

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.

> We have 2 groups to transition 5th grade to Middle school - Preparing visits, middle and elementary counselor have transitioning meeting with students. Visits and parenting night for families Austim students transitioning back to regular classrooms - Children with autism and kids with ADHD tend to hyperfocus on what they are interested in or what they are doing. Disruptions are unwelcome and can result in a meltdown. Attention shifts require flexible thinking and this is challenging for most kids who have autism. Kids who have autism also have trouble with nonverbal cues, so they may not pick up on.

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?

> Teachers are provided with the result of statewide academic assessments. We provide training to read and understand data results. We also have extended planning times to discuss and reflect on student achievement. We also provide teachers with notebooks to keep student data and understand the students level of achievement. We have monthly data meetings to review data, we provide students with intervention teachers in reading and math, we provide after-school tutoring to help with students experiencing difficulty mastering the State academic assessment standards.

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?

Title I Schoolwide Diagnostic for ACIP - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

We have part time 7 intervention teachers to provide support to students having difficulty mastering standards. We also provided enrichment activities for student scoring on proficient levels. We also work with Boys and Girls Club to help our struggling students master reading and math concepts.Reviewing an analyzing all student data and programs to see how beneficial they were to students. Using Scantron Data Performance to analyze student data. The demands of the today's world require students learn many skills. A knowledge-based, highly technological economy requires that students master higher-order thinking skills and that they are able to see the relationships among seemingly diverse concepts. These abilities -- recall, analysis, comparison, inference, and evaluation -- will be the skills of a literate twenty-fir

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?

Our leadership team meets monthly. We complete surveys from students, teachers, and parents. Analyzing yearly goals and programs. The leadership team reflects on programs and make decision during our yearly leadership retreat to make changes and creates a schedule for schoolwide programs that will benefit all students.

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.

Partners in Education - Decatur/Morgan Hospital City of Decatur - Police, Fire, Department of Youth Services, North Alabama Boys and Girls Club First Baptist Church of Decatur TTL Company Grace Life Baptist Church

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).

We work closely with East Acres housing authority to help our students and parents with any situations needed. We also work with Community Action Head Start transitioning students to Kindergarten. We work with Community Action Foster Grandparent Program to mentor with our students on a daily basis.

Title I Schoolwide Diagnostic for ACIP - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

Title I Schoolwide Diagnostic for ACIP - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

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

📄 Extended Learning List

📄 Title One Meeting Powerpoint

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

Title I Schoolwide Diagnostic for ACIP - Title I Schoolwide Diagnostic for ACIP _09282021_13:04 - Generated on 01/02/2023

Oak Park Elementary

○ N/A