



2022-23 Title I Schoolwide Diagnostic for ACIP

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Creek View Elementary School

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Instructions

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

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

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

2022-23 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

CVES Leadership team completed a Comprehensive needs assessment via Google Forms. The leadership team met to review the results and discussed PD needs, resources, and staffing needs. The Leadership team used the results to create the 2022-2023 Title I budget.

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

Improving student achievement is a top priority for teachers and administration. Based on our survey teachers found that our Tier I instruction, which is provided through whole group and small group instruction, is very effective in improving our students' achievement. Tier II instruction is provided by classroom teachers to support any student who could benefit from additional support to solidify the standards that are being taught. Tier III support by our interventionist and tutors is very beneficial and this explicit small group instruction is best for intervention. This response to intervention has been extremely successful in improving students' achievement. We have provided reading and math intervention for 117 students this school year. These services are provided based on the data, which is reviewed and analyzed in Professional Learning Communities (PLCs). Teachers found that this collaboration in PLCs was an integral part in the successful implementation of Tier I, Tier II, and Tier III instruction. We will continue to increase our professional development by utilizing teacher leaders for the upcoming 22-23 school year.

3. What conclusions were drawn from the results?

The survey revealed that all students benefit from smaller class sizes and whole and small group instruction. Multisensory Phonics instruction has been very beneficial in providing hands-on learning for all students. This instruction promotes active engagement and participation for our CVES students. It creates an environment where all students are successful and active participants in their learning.

Communication and collaboration with parents is extremely important to the success of all our students. This is accomplished through open communication with weekly newsletters, Remind and Dojo apps, which inform parents of activities and learning throughout the week.

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, completed by the CVES Leadership team, indicated that smaller class sizes and one to one devices have the biggest impact on student achievement. As indicated by the survey our teachers

feel explicit small group instruction and Tier III instruction were the most successful instructional interventions implemented this year.

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

According to our comprehensive needs assessment the continuation of collaboration through professional learning communities and the implementation of multisensory strategies, implementation of concrete - pictorial- abstract learning progression for Math. Therefore the overall goal for 2022-2023 ELA and mathematics is to offer engaging student learning experiences using best practices, high-quality instruction across all grade levels to increase student proficiency.

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

The ELA and Math goals portray a clear and detailed analysis of the following types of data: Week/Monthly progress monitoring-Aimsweb test results -Summative and Formative classroom assessments-Survey results--Analysis of Spring 2022 ACAP test results

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 and special recognition of children who are disadvantaged by continual monitoring through PLCs, individual teacher data meetings, grade level meetings, student tracking log, and implementation of multisensory strategies within whole group, small group, Tier II and Tier III instruction

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.

The ARI three-tier model of instruction is effective for moving students toward proficiency. Whole group and small group instruction from classroom teachers is an effective method used in reading to meet the many different skill levels within a classroom. CVES has integrated multisensory reading instruction, Heggerty Phonemic Awareness, and Recipe for Reading phonics instruction into weekly and daily lessons. Tier II addresses more specific student deficits and Tier III intervention is an SBRR program. To increase the amount and quality of learning time, teachers collaborate and participate in professional development and PLCs. Also, schedules of the special education teachers and para educators show the times that they function within the classroom as support and provide assistance in small groupings.

The students continue to benefit within the inclusive classrooms and settings while still being given quality instruction. The ESL teachers assist with the classrooms as well as providing pullout instruction. The literacy coach works with classroom teachers to model, co-teach, and co-plan. Pull out interventionists and tutors will work with students using a Push-in model. Behavioral strategies are addressed and successfully implemented by the classroom teacher and the special education teachers and aides. This year Kindergarten teachers will give the GOLD assessment.

2. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include**—

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

The Warrior Support Team writes individualized plans to ensure II instruction, as well as Reading and Math research-based tier III programs to be implemented daily. Warrior Support Team meetings will be conducted every nine weeks to review student progress data. Two full time interventionists and part time tutor will provide additional small group instruction based on beginning of the year benchmarks, checklists and Scantron Express results and classroom assessments to support specific grade level area concerns. The following Tier III programs will be implemented for students on Warrior Support Team plans: Spire Reading and Voyager Math; as well as multisensory strategies. The following Tier III programs will be implemented to meet goals for students with Individualized Education plans: Touch Math; Orton Gillingham reading methodology, and Spire reading. A targeted student listing is reviewed and updated monthly to ensure all students receive the support needed for success. This year according to the Alabama Literacy Act all students performing in the 25th percentile or below on Aimsweb reading screening will have a Student Reading Improvement Plan (SRIP). SRIPS will be monitored through individual teacher data meetings. After school tutoring will be offered on Tuesdays and Thursdays from October to May for students based on reading data results. CVES had summer literacy camp offered during June and July. CVES has two full time counselors. Students attend classroom guidance classes monthly.

Counselors provide individual, and small group counseling including: friendship, anger, grief, and social skills. Counselors discuss college and career during whole group guidance lessons. Grade levels have annual career days introducing students to a variety of careers. CVES students observe THS seniors during the walk of graduates annually.

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

The school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day by the following: -Parent Academies both during the day and evening hours to promote parental engagement and involvement with academic support at home Literacy Camp which is offered during the summer to all students who were being served in WST and all students not at benchmark (on our "watchlist") at the end of the year. -Math and Reading nights are offered for student to attend with their parents to learn strategies to use at home to promote academic growth. In-school tutoring and Tier III supports are put in place according to our tracking log student listing. This year we are also offering after school tutoring for students using the Lexia reading program.

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.

Migrant students have equal access to public education regardless parents citizenship or immigration status. Home language surveys are given to all students at time of enrollment. If a language other than English is recorded for any of the survey questions, then a placement test is administered to determine whether or not the student will qualify for additional English Language development support. If the student qualifies for support, a Limited English Proficiency Plan is written for the student. Parents are provided information regarding free and reduced lunch application at the beginning of school and if students have outstanding lunch balances. Free/ reduced lunch applications are online on the district website and are sent home at the beginning of the year with every student. Our school counselors are a liaison to a parents and students needing resources. Annual Individualized Education Plan (IEP) goals are written and students are re-evaluated every 3 years or earlier depending on student data. IEP and Eligibility meetings are help encouraging parent participation and draft copies of the IEP are sent home prior to the meeting for parent input and review. Special Education teachers are in place on every grade level in addition to 2 resource classrooms for behavior and social skill development. Students can utilize the sensory rooms and are supported by PT, OT, Speech, Adaptive PE, and paraprofessionals. Counselors and administration communicates and collaborates with Department of Human Resources to report a student that has been neglected. Teachers, counselors, and administrators complete parent conferences for all students. During the

conferences academics and behavior concerns are discussed. If a student is having difficulty with correct behavior, individualized classroom behavior charts are developed, the code of conduct is followed and WST plans are written if applicable. If students need additional assistance with behavior, and interventions are not working, then a REM referral is made. CVES implements the Mc-Kenny Vento Homeless Assistance ACT. CVES counselors are the local liaison to ensure, among other things, that (1) children and youth under McKinney Vento are identified; (2) that they receive educational services for which they are eligible and referrals to health care services, mental health services and other appropriate services.

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 provides individual student achievement results and interpretation of the results to the parents of English Learners in a language they can understand through multiple forms of communication. Parents are encouraged to attend individual data meetings with their child's teacher. During these meetings the student's academic growth is discussed and their testing procedures and assessments are explained to the parents in their home language with either an interpreter or through the use of the translation device ELSA. Parents are also encouraged to attend ELL parent group meetings where the ESL teachers explain in depth, grade level benchmarks, state and local assessments and how to interpret data from these assessments. These meetings also provide other information in the parents home language through one of the translation methods previously mentioned. Parents of ELL students are also invited to attend LEP meetings in which the ESL teacher and the translator of their home language review and discuss the needs and strategies put in place to help their respective student in the general education classroom, as well as how often they are pulled out for ESL services or have push in services in their homeroom class.

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

Out of Over the past 5 years, CVES has retained an average of 93% of our faculty. 2021-2022 Out of 67 certified teachers, 6 teachers did not return to CVES for the 2022-2023 school year.

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

CVES has 46 teachers with master's degrees and 26 teachers with bachelor's degrees. We have ten national board certified teachers.

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

CVES doesn't have a high turnover rate due to the following initiatives: CVES implements a mentor-mentee program to all first year teachers. In addition, teachers that are new to our school are partnered with a mentor who can explain

school procedures and alleviate stress of teaching in a new district. The mentor and mentee partners, as well as administrators plan and meet on a regular basis to ensure the effectiveness of the new teacher. All teachers participate in grade level PLC's in order to communicate and collaborate for consistency across the grade level. The process to recruit highly qualified teachers includes participating in job fairs, visiting local colleges, and mentoring education students from local universities. CVES administration along with district leaders host and attend job fairs to meet and recruit new teachers to our school system. Administrators are able to do brief interviews with potential applicants to help identify qualified candidates. Local universities place interns and student teachers at CVES to learn and model highly effective instructional practices. Many of these have found permanent teaching positions at CVES and other Alabaster City Schools.

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

The data from academic assessments is used to determine professional development through analyzing and composing a summary of said data, to indicate the greatest areas of need for student achievement. This student achievement is the driving force behind determining professional development. After collecting, reviewing and analyzing assessment data, it was determined that there was a need for further implementation of literacy strategies. After reviewing this data, and researching best practices and research based strategies, the best approach for all learners at this time, was determined to be the multisensory approach. Therefore, professional development opportunities were based on this need as determined by assessment data.

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

Continued structured literacy and mathematics PD will be offered throughout the year. Open Court and enVisions Math curriculum training will be offered through PLCs, summer, and grade level meetings.

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

New or inexperienced teachers or mentees are paired with an experienced teacher within their grade level as a mentor. Mentors and mentees collaborate and together attend weekly PLC meetings for instructional support. They have one on one meetings to create, construct and revise lesson plans, intervention strategies, behavior strategies, and implementation of instruction as needed with their mentor. Mentors and mentees meet outside of the school building quarterly as a group with an administrator to reflect on areas of strength, as well as areas of improvement. Mentors and mentees have the same schedules so that they may plan together and strengthen any areas of concern.

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

Professional development is sustained and ongoing by evaluating and self reflecting as well as through the observation of implementation and turn around training within grade levels, as well as schoolwide. Professional development opportunities are provided during school hours within PLCs and citywide as well as after school hours on various days of the week. Professional development is offered throughout the summer months and on teacher work days. In order to sustain professional development walk throughs, ELEOTs and instructional rounds are conducted throughout the year as an ongoing monitoring process with the intent to observe the implementation of strategies acquired from attendance of professional development. Also, committee chairs and grade level representatives may attend training offered outside of the school and provide turn around training within their respective group. Professional developments are offered at a variety of experience levels depending on the need of the educator, para or administrator. Professional development Google form surveys as well as technology surveys are sent annually to teachers.

13. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

The strategies that support and assist students in transitioning from one grade level to the next that are put in place are as follows:-Kindergarten Tour for upcoming kindergarten students-Fourth Grade Tour for third graders who will transition to intermediate school-Administrators from CVES meet with the administrators from the intermediate school to discuss placement for the upcoming year-Administrators and counselors meet and review data for students in regards to placement each year-Grade level parent nights -Meet the teacher-Individual meetings as needed for students with transitioning anxiety -Virtual tour of the school on the school's website

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?

The local school meets with district leaders to desegregate the State's annual assessments. The administrators take the data back to the school where they meet with the teachers to review data, from which they can construct and revise plans, targets and outcomes according to student achievement need. Curriculum changes are based on assessment results. Pacing guides and curriculum maps are updated to include multisensory strategies. The school's CIP is monitored and evaluated by the following ways: Formal walkthroughs are completed to determine if implementation is visible and documented utilizing strategies and activities listed in the CIP. PLC's meet monthly to review CIP goals and discuss implementation of the program. The school analyzes formative assessment and summative assessments to see individual positive growth trends as well as growth in groups. Individual and grade data meetings are held to review formative and summative assessments and discuss instructional changes and PD needs for teachers.

2. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards through many forms of evaluation such as:-state assessments-local formative and summative assessments-running recordsIn addition we plan to track the efficacy of the program, intervention, and instruction this year through data boards and regularly scheduled data meetings. -phonics inventories-ACAP standardized test Aimsweb formative data

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 school leadership team reviews our continuous improvement plan monthly. Each member of this central committee is head of committees comprised of all faculty members: and each committee design directly relates back to the CIP. Each teacher is thus a stakeholder in our CIP. Teachers, administrators, and instructional coaches will review all data from the state and local level in PLC meetings, School Leadership Team meetings and with district leaders to collaborate and determine which methods or strategies need improving. From that point forward the plan may be revised to further meet the needs of the students. In order to ensure continuous improvement, monitoring of all local and state data, will continue throughout the year. Individual data meeting with teachers to address any new concerns or make

plans to meet the needs of struggling students will also take place quarterly or as needed.

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.

CVES coordinates and integrates all programs and services according to the federal, state, and local policies and procedures and guidelines. Some of these programs include: Extended day, after school programs, Warrior Reading tutoring club, Summer Literacy camp. CVES teachers are ARI and AMSTI Science and Math trained. All Kindergarten and First grade teachers received Orton Gillingham training summer of 2020 and 2021. All teachers have received Open Court reading training and enVisions math training. CVES Jumpstart Enrichment summer program was offered in 2017-2018 and 2018-2019 to students performing below grade level in reading and math. In the summers of 2020, 2021, and 2022 CVES offered a summer literacy camp for students performing below grade level in reading. We have plans to continue summer enrichment in summer of 2022. After school tutoring was offered during 2020-2021 and 2021-2022. After school tutoring will be offered from October 2022-May 2023 for students performing below grade level in reading.

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

The following funding sources will be used to improve instructional goals, meet standards, provide intervention services, and secure services for school operations. Coordination and integration of these services and funds involve Central office coordinators, instructional leaders, teachers, parents, and students in order to meet guidelines for each area and provide optimal resources for student achievement . State: ARI, AMSTI math, Transportation, Textbooks, Technology Federal: Title I, Title II and Title III

ACIP Assurances

Instructions:

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

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

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

☒ **YES**

☐ NO

☐ N/A

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

☒ **YES**

☐ NO

☐ N/A

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

☒ **YES**

☐ NO

☐ N/A

Parent and Family Engagement

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

Creek View Elementary School provided two separate presentations of the annual title I meeting on September 13th at 8:30 am and 6:00 pm. A PowerPoint presentation provided by State Department of Education will be used to educate parents on aspects of Title I program with an emphasis on parent rights. The purpose of annual meeting of parents of Title I students is: informing parents of school's participation in Title I; explaining the requirements of Title I; explaining the rights of parents to be involved. The topics covered in the PowerPoint are as follows: What does it mean to be a Title I school? What is the 1% set-aside for parent involvement? What is the LEA title I plan? What is the LEA parental involvement plan? What is CIP? What is the school-parent compact? How do I request the qualifications of my child's teacher (s)? How do I request the qualifications of my child's teacher (s)? How will I be notified if my child is taught by a teacher who is not Highly Qualified? How is the annual evaluation of the parent involvement plan conducted? How can I be involve in all these things I'm learning about? CVES allocated \$16,000 for parental involvement funds. Each grade level utilizes these funds for daily communication binders / folders for parents. CVES is well above the 1% allocation of \$2,046.76.

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.

The leadership and staff of CVES have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for title I parents will be offered at two separate times-once during the school day and once in the evening. Parent /teacher conferences are scheduled to discuss student achievement.

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).

All parents are surveyed annually in the spring, and the results of the survey are used to improve the parenting program at CVES. We have a parenting involvement committee who has been trained on Title I, parental involvement and parents' rights. They keep parents informed of various committee work and receive input from parents for committee decisions. They assist in evaluating the parental improvement plan. Title I parents are introduced to the parent leaders at the annual meeting of Title I parents at the beginning of the school year. Parents are also given a timeline outlining various parent involvement opportunities throughout the year.

Parents are also reminded each month through monthly calendar of events, school marquee, invitations, daily announcements, and reminders on the intercom, classroom parent communication folders, school newsletters, classroom newsletters, Notify Me, Remind, Blackboard Connect, school website, Facebook, Twitter, Remind, SeeSaw and CVNN broadcasting. Through this process we anticipate strategies to be learned to increase parental involvement.

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

Creek View uses its parental involvement allocation funds budgeted in the following way: To fund all materials and supplies for our school parenting room, mail-outs and postage for invitations to parents for school events. This year \$16,000 has been allocated for daily parent communication binders and folders and for parental involvement activities.

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))

At parent meetings throughout the fall, Creek View Elementary presents information about its Title I programs, the curriculum, and forms for academic assessments used. Parents learn about content standards in reading and math. They also learn about how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to education for their child. Parent/teacher conferences will be held first semester and as needed. We have an interpreter available to communicate with our Spanish speaking parents when needed. In addition, all correspondences are provided in Spanish.

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))

Creek View Elementary developed our current school-parent compacts through coordinated efforts by teachers, administrators and our Title I Advisory committee. All parents are given a copy of the compact. The compact is explained to parents, and they are asked to sign compacts signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compacts are discussed with teachers during grade level meetings. The teacher will sign the compacts and the compacts will be kept on file and accessible to teachers and staff. The compacts are also available for review on our website. Compacts may be reviewed at parent-teacher conferences. The compacts will be updated annually

by our parenting committee. Grade level reps as well as parent reps review the compacts each year.

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

Parents are involved with our PTO and serve on two of our operating committees. We have open communication at CVES and Administration is readily available to meet with parents. Administration conducts conferences and phone calls as needed to discuss dissatisfaction.

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.

Parent and teachers are involved in the PTLA (Parent Teacher Learning Academy) hosted by the University of Alabama to obtain and improve strategies that are used at our campus to create a community of involved stakeholders. Parents and faculty are involved with training parents, utilizing and updating our Parenting Resource room, and attending various meetings. Through these partnerships, explanations are given for our academic and achievement standards, assessments, Title I requirements, and how to monitor progress and work collaboratively among all stakeholders. To prevent a language barrier, interpreters are available for all events.

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.

Parent and teachers are involved in the PTLA (Parent Teacher Learning Academy) hosted by the University of Alabama to obtain professional development in new and improve strategies for parental involvement and additional collaboration with teachers and the school. Parents and faculty are involved with training parents where literacy and math materials are given to families to help improve student achievement. These workshops are held during school hours as well as in the evening. In addition, our Parenting Resource Room provides materials and training resources for parental use. Our local LEAPS program trains limited English proficiency parents by teaching parents English and providing a partnership between school and parents to foster parental involvement. To facilitate ease of registration, parents were invited to use school technology if needed with help from local school officials and interpreters. CVES provides parent nights, Math & Reading night, STEAM night and grade level music performances.

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.

Alabaster City Schools provides annual training and professional development for office personnel, faculty, and school staff to support parental involvement. The Parent Teacher Organization works closely with teachers on outreach programs for parent participation. The Junior Achievement program where parents teach students about business commerce and leadership skills provide opportunities for parent leadership. In addition, the school educates staff, faculty, service personnel, and pupils in how to reach out to, communicate with, and work with parents through the use of hand outs, brochures, and tip sheets on parental involvement.

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.

The school maintains open access to a parent resource center which includes a computer with internet access, math and literacy materials of various genres, and parenting resources. The school sends home written materials in a language that parents can understand, provides a school and district website with up-to-date information, utilizes communication tools such as Notify Me, Remind101, Facebook (closed group), Bloomz, Class Dojo, SeeSaw, Blackboard and Signup Genius to reach parents in a variety of ways. Furthermore, translation is provided by interpreters as well as the ELSA communication device. In addition, our school benefits from other federal programs such as LEAPS and McKinney-Vento Homeless Assistance Act.

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.

Creek View sends home written materials in a language that parents can understand. We also have available phone and email messages provided in English and Spanish. We provide an interpreter on site as needed for translation as well as the ELSA communication device.

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))

Creek View sends home written materials in a language that parents can understand. We also have available phone and email messages provided in English and Spanish. We provide an interpreter on site as needed for translation as well as the ELSA communication device. Our school is handicap accessible to provide and ensure all parents are involved and welcomed.

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.**












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)
 1st grade Parent Compact English 2022-2023	1st grade Parent Compact English 2022-2023	•
 1st grade Parent Compact Spanish 2022-2023	1st grade Parent Compact Spanish 2022-2023	•
 2nd grade parent compact 2022-2023 English	2nd grade parent compact 2022-2023 English	•
 2nd grade parent compact 2022-2023 Spanish	2nd grade parent compact 2022-2023 Spanish	•
 3rd grade parent compact 2022-2023	3rd grade parent compact 2022-2023	•
 3rd grade parent compact Spanish 2022-2023	3rd grade parent compact Spanish 2022-2023	•
 ACIP signature page; ACIP and leadership team agenda October 2022	ACIP signature page; ACIP and leadership team agenda October 2022	•
 CVES ACAP data 2021-2022	CVES ACAP data 2021-2022	•
 CVES Aimsweb data 2021-2022	CVES Aimsweb data 2021-2022	•
 CVES and ACS PD schedule August 2022	CVES and ACS PD schedule August 2022	•
 CVES Annual Title I parent meeting September 2022	CVES Annual Title I parent meeting September 2022	•

 FY 2023 CVES Title I budget	FY 2023 CVES Title I budget	•
 Individual October data meetings 2022-2023	Individual October data meetings 2022-2023	•
 Kindergarten Parent compact English 2022-2023	Kindergarten Parent compact English 2022-2023	•
 Kindergarten Parent compact Spanish 2022-2023	Kindergarten Parent compact Spanish 2022-2023	•
 PLC schedule 2022-2023	PLC schedule 2022-2023	•