SMS Title I Schoolwide Diagnostic for ACIP 2022-2023

Title I Schoolwide Diagnostic for ACIP

Saraland Middle School/Nelson Adams Campus
Alex Crane
401 Baldwin Street
Saraland, Alabama, 36571
United States of America

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Instructions

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

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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?

In order to determine Saraland Middle School's (SMS) areas of strength and opportunities for improvement, a variety of assessment instruments are utilized. Specifically, to conduct a needs assessment for Saraland Middle School, the leadership team (administration, faculty, parent(s), student(s) and other stakeholders) analyzed data from reports provided by the Central Office staff - parent, family, student and staff surveys, as well as reports from various agencies such as Niche and SchoolDigger data and rankings. The Alabama Comprehensive Assessment Program (ACAP) was administered to Saraland City Schools students in the spring of 2022. Along with state assessment data, SMS utilizes iReady in all classrooms. Diagnostics are administered three times per year and students work in the pathways and on areas of deficiency throughout the school year. Results are used for intervention and skills remediation through learning labs and targeted instruction. In order to ensure that all students are receiving the highest level of education, Saraland Middle School administrators, teachers and instructional support staff review and analyze data on a regular basis. Staff meet in small groups in curriculum and data meetings, as well as work in larger groups during faculty meetings and professional development days to analyze district, school and classroom level data to meet the needs of all students. In addition to academic data, staff review attendance and discipline information. Additionally, the leadership team evaluates the English Learner (EL) program using ACCESS data from the previous year.

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

The administration, teachers and support staff analyzed results of the ACAP summative assessment, as well as the iReady diagnostic data. The results of the 2022 ACAP for reading and math are as follows: Math - 6th grade (59.5% proficient, up from 58.4% in 2021), 7th grade (30.9% proficient, down from 33.2% in 2021) and 8th grade (48.2% proficient, up from 40.6% in 2021); Reading - 6th grade (68.7% proficient, down from 73.3% in 2021), 7th grade (64.5% proficient, slightly down from 64.8% in 2021) and 8th grade (73% proficient, down slightly from 75.5% in 2021). Saraland Middle School ranked in the top 10% (top 5% in some) in all categories, except for 7th grade math, which ranked in the top 12%. For comparison data, SMS staff analyzed iReady diagnostic results. This allows for comparison of same students over time, as well as grade level data from year to year. The following is a listing, by grade level and subject area, of the percent proficiency scored by SMS students on the fall diagnostics from 2018 to 2021. In 2018, 35% were on grade level in 6th grade reading and 40% were on grade level in math. In grade 7, 34% were on grade level in reading and 40% in math. In grade 8, 38% were on grade level in reading and 44% in math. In the fall of 2019, 45% of 6th grade students were on grade level in reading and 45% on grade level in math. In grade 7, 42% were on grade level in reading and 34% on grade level in math. In grade 8, 36%

were on grade level in reading and 38% on grade level in math. In the fall of 2020, 42% of 6th graders were on grade level in reading and 42% on grade level in math. In grade 7, 50% were on grade level in reading and 30% were on grade level in math. In grade 8, 42% on grade level in reading and 29% on grade level in math. In the fall of 2021, 47% of 6th grade students were on grade level in math and 49% in reading. In the 7th grade 32% were on grade level in math and 44% on grade level in reading and in the 8th grade, 35% were on grade level in math and 50% on grade level in reading. In the fall of 2022, 51% were on grade level in math and 54% on grade level in reading. In 7th grade, 34% were on grade level in math and 49% in reading. In grade 8, 30% were on grade level in math and 48% in reading.

3. What conclusions were drawn from the results?

While SMS is proud of the accomplishments of its students and staff, the faculty and administration recognize the challenges that continue for our students, including learning gaps, social and emotional needs, and the various challenges students and their families may be facing at home. The team realizes the increased needs for our most at-risk students and put in place wrap-around services and targeted interventions to support them. While celebrating state assessment results, faculty and administration analyze iReady results, along with common assessments, classwork and observations, for comparison and trend data. iReady scores show that this year's 8th graders reading on grade level increase from 6th to 7th and drop 2% points from 7th to 8th grade. In math, those same students increased from 29% to 35% from 6th to 7th grade and then drop back to 30% on grade level to start their 8th grade year. This type of data is analyzed for each grade level in both reading and math. Staff look at student trends following the same students through their time at SMS, and also look at grade level and teacher trends over time. iReady measures students as Tier 1 (on grade level), Tier 2 (one grade level behind) and Tier 3 (two or more grade levels behind). This data is used for tier 1, 2, and 3 instructional strategies. Teachers use iReady to guide instruction in the regular classroom setting, as well as in intervention courses and tutoring placement. The whole faculty is supporting iReady learning pathways and working with students and the math team is working with targeted students to close gaps.

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

Saraland Middle School students performed well on the ACAP assessment in the spring of 2022. The fall administration of the iReady diagnostic showed lower percentages in grade-level/proficiency. Whether partially due to "summer slide" or differences in the assessments, the team recognizes that this has proven to be true over the few years in which ACAP and iReady have been administered to the same groups of students. SMS staff analyzed ACAP data in regards to various subgroups, including economically disadvantaged and special education students. Teachers analyzed their iReady data to look for areas of strength and skills identified for growth. Teachers conference with individual students discuss their strengths and weakness and create a plan to improve. To prepare for the winter reading diagnostic students complete a goal sheet, receive 40 minutes of instruction per week, continue to be presented rigorous assessments, read and quiz on Newela

articles, watch and quiz on BrainPop videos, read books from MyOn and AR, use specific resources from iReady files to communicate and focus on individual skill deficiencies. To prepare for the winter math diagnostic students will complete their goal sheet, actively participate in 40 minutes of iReady instruction each week, be presented with rigorous classwork and assessments, come to tutoring on Tuesdays and Thursdays, and targeted students will work with the intervention teacher for additional assistance. Along with after school and in-house tutoring for all students, SMS has intervention classes scheduled into the school day for the students identified as most in need of assistance.

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

As SMS faculty and staff strive to achieve the goals set forth by Central Office and the SDE, teachers will be better prepared to educate all students and the strategies outlined in the plan will improve their effectiveness in the classroom. The goals of the CIP are directly connected to student achievement and the district strategic plan. When teachers are well versed in rigor and differentiation, they are able to meet students at their level and grow them. They are able to create rigorous lessons and assessments that meet or exceed the standard and are able to do so in a variety of ways to engage students. Through meaningful professional development and access to technology, teachers will continue to implement CCRS in their lesson plans and classroom activities and assessments. By analyzing the data (common assessments, iReady diagnostics, state assessment scores and classroom assessments aligned to the standards), staff are able to identify the needs of students and develop a plan to ensure student growth and success. Finally, by involving our stakeholders in our community school system and by building relationships through a multi-tiered system of support, the school is able to gather the resources and provide for the needs of our students so that they can come to school ready to learn.

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

In order continue to build on the foundation of student success that the school system and Saraland Middle School have established, the Continuous Improvement Plan (CIP) priorities must include critical initiatives and activities that enhance instruction. With this in mind, faculty and staff must have access to effective professional development opportunities, digital tools to help maintain high levels of engagements in the classroom, and an environment conducive to educating students. Upon review of the available assessment data, attendance reports, and stakeholder survey analysis, the priorities outlined in the SMS CIP were written to provide concentration and guidance to increase success in all these areas. The goals outlined in the CIP increase teacher and support staff capacity to meet students needs by providing additional professional development opportunities and resources in technology, depth of knowledge, differentiation and social-emotional learning, among others. By looking at multiple data points, the leadership team was

able to identify goals directly and indirectly related to student achievement, as well as the physical and emotional well-being of all students. Programs to provide academic support during and after the school day, mentoring and nutrition programs, counseling services and intentional planning of financial resources are just a few examples of how the leadership team analyzes multiple types of data and takes action to meet student needs.

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

By providing teachers with the knowledge and tools needed to develop and implement research-based strategies in the classroom, all students, including those with special needs and other challenges, have an increased opportunity to achieve success in the educational environment. Teachers and support staff are provided professional development in differentiation to meet diverse needs. Saraland Middle School provides second delivery opportunities during the school day for students with special needs, as well as additional academic supports (tutoring during and after school) for any student who may need additional help. All teachers at SMS participate in the implementation of iReady. Students take the diagnostics in the content classroom, but complete their targeted lessons in other classes as well. The whole-school approach demonstrates to all stakeholders the commitment to student success. The implementation of iReady at SMS allows students access to individualized learning paths aimed at closing knowledge gaps to increase student achievement for all students in all subgroups. Along with the focus on academic achievement, Saraland Middle partners with the community to ensure all resources are utilized to support students and their families. Contracting with outside mental health services and partnering with local churches are just two ways Saraland Middle helps ensure students' needs are met. SMS is committed to providing the best possible environment for teachers to implement high-quality instruction and students to grow and learn.

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.

Saraland Middle School provides a diverse academic program that allows students choice in elective options and opportunities to excel through placement in appropriate grade-level or honors courses in the core. Honors/accelerated options are provided at all grade levels in math, ELA and science. Sixth grade students not in band or choir rotate through an elective wheel that provides them with exposure to art, music and career pathways, many of which are certification courses at the high school. Students have the opportunity to choose Spanish and Business Software Applications (BSA) for high school credit. Student experiences are enriched through choices such as art, choir, Stem, computer science courses, band, family and consumer science courses and the addition of a fitness center to be utilized during

P.E. Beyond the schedule and course selection, SMS teachers are provided professional development in Webb's Depth of Knowledge and analyze classwork and assessments in curriculum, data, grade level and department meetings to ensure high levels of rigor are implemented into the curriculum of all subject areas. Teachers and paraprofessionals implement all parts of the RtI framework for all students and use technology to enhance and extend lessons beyond the classroom.

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 RtI framework is implemented for all students. Staff meet in grade-level teams to identify students who may need additional supports and to discuss and plan for the students already identified. Students identified as Tier II receive academic intervention in the regular classroom setting. Tier III students receive supports within the classroom, but also get additional help in strategies and intervention classes and tutoring services provided during the school day. While students are continually referred to the counselor and paired with staff members for mentoring and supports, the Student Advocacy Program is implemented to provide all students with opportunities to connect with a teacher advocate for support or help. The Peer Helpers Program gives students the opportunity to embrace being a Spartan and help new and struggling students acclimate to the middle school. Saraland Middle School also works with an outside agency to give students most in need counseling services during the school day and the district employs a mental health services coordinator to ensure all resources are utilized to help students. SMS recognizes that for students to succeed they must be at school. The Early Warning Truancy Program encourages parental accountability for student attendance. The registrar and assistant principal work closely with central office staff to monitor attendance, intervene through calls and home visits and ensure students come to school. A school nurse is employed full time to assess student wellness in an effort to reduce the number of early dismissals and lost instructional

time. The Early Warning Truancy Program and school nurse have been instrumental in the operations of the school and student success. The physical education staff help address the physical and social/emotional health issues of students through the Path Program, including topics such as vaping and bullying. Red Ribbon Week promotes the message for students to live a drug-free lifestyle. The Career and Technical Education program provides opportunities for students to credential in career and technical courses, while Spanish and BTA allow middle school students to earn high school credit. All core courses work at a high level of rigor deemed necessary to meet the state standards, but students performing and assessing at high levels are challenged through honors offerings in math, ELA and science. After-school tutoring, with transportation, is provided on Tuesdays and Thursdays for any student in need of extra help.

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.**

Academic assistance is provided to students who experience difficulty mastering the achievement standards. Teachers and staff review student performance records, previous test results, and any other information that would help determine student strengths and weaknesses in order to best meet student needs. Teachers review this data to determine individual and class strengths and weaknesses in order to address the results during classroom instruction. Teachers communicate with parents who have insight about student learning styles and previous areas of strength and struggle. Regular data meetings and RtI meetings are held to discuss strategies and procedures that would encourage student success and review student progress to make adjustments, as needed. Teachers collaborate and share what works best for identified students to encourage success across the content areas. Staff encourage parental involvement through conferences, telephone conversations, emails and notes, as well as utilizing the Schoology messaging features. Results of ACAP and iReady assessments are shared with parents and used to discuss course and support options. iReady also provides students with a computer-based, individualized learning path that is completed, in part, outside of the school day. Schoology allows all students to have a second, or even third delivery of a lesson through the online classroom. Students can view videos, NearPods, presentation or other resources provided by the teacher at any time. Tutoring, with transportation is offered two days a week for all students and extended summer learning opportunities are available, if needed.

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.

All students at SMS, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent have access to all services and programs available, including free/reduced lunch, Title I services, EL services, Special Education services, At Risk, and counseling services. Also, SMS uses the Department of Human Resources, the Department of Mental Health, and

various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education. All homeless, migratory, and limited-English proficient students are provided the opportunity to meet the challenging state content and state student performance standards established for all students without being stigmatized or isolated. The counselor and registrar identify limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Online to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student. The EL committee consists of the EL teacher, parents or guardians of the student, the students's teacher, the school counselor, an interpreter, and/or school administrator. A variety of services to all EL students is provided, such as content area tutoring, pull-out EL, pull-out for individual support and content-based EL. SMS has an ESL teacher who works with all EL students on a daily basis. In addition, the school has employed a Spanish teacher who can interpret and assist EL students. Parents are provided the opportunity to receive all updates and important school documents in English and their home language. The EL committee reviews each student's progress annually. If the student scores proficient (4.8) on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the EL program and will be monitored for four years to ensure success. The counselor and registrar identify. migrant students upon enrollment. parents or guardians of each student receive a Migrant Education Survey which determines student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students. SMS provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The special education teacher tracks referrals and notices to parents concerning eligibility meetings. The evaluation in conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur only when the nature of severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. SMS ensures that children with disabilities have access to a variety of education programs and services available to non-disabled children, including art, music, EL and physical education. In addition, special education students are provided an equal opportunity to participate in all extracurricular activities available to non-disabled students. School counselors and nurses are responsible for identifying homeless students upon enrollment and

providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students. SMS is contacted by the Department of Human Resources, Social Services, LEA Attendance Officer, or parent to initialize identification of homeless students. The counseling office and school administrator identify possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs. Homeless students have access to all services and programs available to the rest of the students, including free lunch, Title I, EL, Special Education, and At-Risk. SMS uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes and other items of necessity.

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 Saraland City School system employs an EL teacher to provide services to all EL students. The Spanish and PE teachers also serve as an interpreter to communicate with the parents of EL students, if needed. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish, or other language that the parents can understand.

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

SMS did not hire any new teachers for the 2022-2023 school year. The retention rate was 100%.

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

After surveying the faculty regarding their highest degree earned in education and the number of years experience in the classroom, the results are as follows: Doctorate - 2%; AA - 7%, A - 53% and B - 38%; National Board Certified - 6%. Summary of experience is as follows: 1-3 years = 2%; 4-7 years = 17%; 8-15 years = 30%; 16-20 years = 28%; 21 or more years = 23%. SMS is proud to have a well-educated, highly experienced, and very energetic faculty.

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)?

There is not a high turnover rate. Based on the information, the school system has not needed to implement special initiatives or programs to help attract or retain high-quality educators, though building principals do attend some college recruitment fairs. Saraland has earned the respect and support of the surrounding community and teachers are eager to become a part of the SMS faculty. Saraland City Schools has worked with the state to implement the TEAMS legislation to incentivize teaching math and science.

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

Administration and staff at Saraland Middle School use a variety of data to determine professional development needs. A collaborative inquiry approach encourages data-driven dialogue. Administrators, teachers and paraprofessionals participate in small group and whole faculty data meetings to analyze iReady results, classroom assessments, student work and teacher observations. Teachers examine the data for trends, identify gaps in foundational skills, and determine which students need intervention and on what standard(s). Breaking down the data and identifying student needs help determine what professional development opportunities are provided for staff. Instructional rounds provide an opportunity to both identify any professional development needs, and monitor and evaluate the implementation of previous professional development related to school and district goals. During instructional rounds and peer observations, teachers observe each other and engage in meaningful conversation about how instructional practices impact students and their learning. During the reflection time teachers identify their areas of strength and weakness and look for patterns and trends. In-house professional development is engrained in the culture of Saraland Middle School. Teachers observe colleagues successfully implementing strategies and ask for staff-wide training on how to the the same in their own classrooms. Additionally, as teachers pinpoint achievement gaps, they discuss problems of practice and how to improve student achievement through professional development. Teachers constantly look for students who are not achieving proficiency and analyzing their practices to help meet those students' needs.

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

Staff at SMS have the opportunity to participate in a variety of professional development sessions. As a part of the digital resource challenge, staff members in each department took courses to be certified in NearPod, BrainPop and Newsela. Those certified teachers then shared the learning with the rest of their team. SMS administration encourages teachers to attend conferences and workshops on a state and national level. The science department attended the national conference in Houston, Texas and teachers from the science and math departments attended Space Camp in Huntsville. Teachers from the English, Math, and Social Departments have completed the A+ College Ready trainings and brought their learning and materials back to share with colleagues to improve instruction and achievement. Administrators and teacher leaders participate in the state networks, KLN and PCN, in order to learn from and collaborate with school systems across the state.

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.

SMS has established a formal teacher mentoring program monitored by the administration. The overarching goal of the program is to improve the delivery of instruction and student achievement in new teacher's classrooms. The program

allows experienced teachers to provide ongoing support for new or struggling teachers. Every new teacher is assigned an experienced teacher who is matched, as best possible, by subject, grade and classroom location. If possible, the teachers are scheduled a common planning time to allow them to work collaboratively and meet during the school day. Weekly meetings are encouraged to provide new teachers support and the opportunity to ask questions and implement suggestions in a timely manner. Additionally, an SDE teacher mentor program is implemented and facilitated by the Instructional Partner.

12. Describe how all professional development is "sustained and ongoing."
Professional development is embedded in the culture of Saraland Middle School. Teachers are encouraged to attend professional development opportunities outside of the school and district. When individuals or small groups attend a conference, professional organization meeting or participate in a professional development of any kind, that information is shared with the rest of the staff in curriculum meetings. When scheduling required professional development, administration looks at district and school goals and student needs to ensure that the PD is timely, effective and connected to the overarching focuses identified in the school's CIP. Professional development is sustained and ongoing through curriculum, grade level, content team, data and faculty meetings. When groups of teachers and paraprofessionals are meeting as professional learning communities, the agenda sets the focus on student learning and achievement. This drives conversations that are connected to the goals of the CIP. The mentor and new teacher program requires weekly meetings that are documented in a log reflecting the date, length of meeting and the focus topic. Additionally, SMS has built in peer observations and instructional rounds that tie together the district and school goals.

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.
SMS realizes that students need support (socially, emotionally and academically) during periods of transition, especially when students transition between schools. In the spring semester, the SES 5th graders come to SMS on a field trip to tour the school. Saraland Middle School hosts "Camp Spartan" for all incoming 6th graders in July of each year. Camp Spartan provides incoming 6th graders with the opportunity to meet their peers and teachers, locate their classrooms, navigate the hallways and practice routines. SMS mails important communications such as summer reading and supply lists to all families. Parent link calls, website updates and social media posts are also used to help new students acclimate to the middle school. "Meet the Teacher/Open House" night is held right before school starts to give students another opportunity to acclimate to the middle school and the new school year. When a new student comes to Saraland, regardless of grade level, the counselor or an administrator gives the student a tour of the building and walks their schedule with them, introducing them to all of the teachers. The new student is also paired with a current student in the Peer Helper Program for support. Eighth graders have a variety of activities to help ensure a smooth transition to high

school. This includes a day where the high school freshman counselor speaks to the students in small groups prior to scheduling, a scheduling night held at SHS, a field trip to tour the high school and a freshman orientation prior to the start of school.

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)

All students at SMS are given equal opportunity to participate in career/technical education classes. SMS waives fees, buys supplies and does whatever necessary to ensure that there are no barriers to student participation. Specific needs are handled on an individual basis. If necessary, the child is evaluated by the problem-solving team (PST), and a plan is put into place for all teachers and staff to help the child be successful.

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?

School administrators monitor CCRS pacing guides and lesson plans. Administrators, teachers and paraprofessionals work together in curriculum and faculty meetings to discuss curriculum, instruction and assessment. Teachers work in content teams to evaluate classroom assessments for rigor and to analyze student data. In RtI meetings, grade level teachers review student achievement data from the school and classroom level to look at both individual student needs as well as areas that may be a concern for larger groups of students. Te principal and instructional partner participate in quarterly data meetings at the district level and the leadership teams reviews the CIP periodically to discuss progress towards goals. Formative assessment data and report card information (when available) are analyzed and adjustments are made as needed.

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?

Continuous evaluation of the CIP among administration, faculty, parents, and community stakeholders allows the school to monitor whether or not the plan is being successfully implemented. Classroom observations by administration and the

instructional partner, as well as peer observation and reflection, ensure effective practices identified in the CIP are being implemented in the classroom. Analyzing classroom achievement and iReady data through curriculum meetings and content teams and monitoring grades on standards-based assessments in Powerschool help faculty evaluate the effectiveness of classroom instructional practice. iReady data, along with the ACAP assessment data help staff monitor student achievement and effectiveness of the strategies and programs being implemented. The ACAP and iReady data are broken down by grade level and multiple sub-groups, as well as individually to determine if students are making progress toward proficiency.

3. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The CIP team meets to discuss the progress and effectiveness of the plan. Adjustments are made based on the recommendations of the team. In addition, the Federal Programs Director attends the leadership team meetings to discuss data and assist with making any adjustments that are deemed necessary.

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.

SMS collects data through the iReady diagnostic three times each school year. In addition to that, the ACAP summative assessment results from the spring 2022 administration have been made available, giving summative assessment data. Based on the information given by those assessments, teachers and administrators work collaboratively to provide the appropriate intervention strategies to increase student achievement and sustain success throughout the year. School day intervention, after school tutoring and Schoology lessons and conferences allow teachers to provide differentiated instruction in small group settings. iReady is utilized building wide to allow students to work on their individual learning pathways based on their most recent diagnostic. In addition to the iReady lessons, classroom teachers customize in-class and online lessons to reduce the achievement gaps. Along with achievement data, SMS coordinates social/emotional support services and works to reduce or eliminate outside barriers to student success. The physical education department implements the Path Program with all students in the building. All teachers participate in the Advocacy Program, giving students another adult connection to help them navigate middle school. SMS partners with multiple agencies to ensure that student needs are met, allowing them to come to school with as few barriers to learning as possible.

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).

SMS administrators, instructional partner, counselors and whole staff use a variety of methods to achieve school-wide goals. The adults in the building, from the child nutrition program, the office staff, paraprofessionals, custodial staff and everyone in-between, works as a team for the students. Individuals and small groups step up and volunteer to help students and families in need. The adults view the students of SMS as "theirs" and are constantly monitoring students, bringing concerns to the attention of those who can help, and supporting students in whatever manner they can. Annually the physical education department sponsors a presentation for all students regarding the negative impact of bullying on students and implements the Path Program materials. All students also complete BrainPop videos and Newsela lessons on cyber bullying and social-emotional issues. SMS implements the advocacy program quarterly and teachers advocate for students through contacts home and counselor referrals. SMS coordinates services to provide support to students through the police department (SRO), AltaPointe for counseling, and a variety of other organizations to provide for students physical, social and emotional needs.

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

📄 Parent & Family Engagement Plan 2022-2023

📄 School-Parent Compact 2022-2023

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 fall of each school year, SMS holds its annual meetings for all parents of participating students. Parents are notified of the meetings through (1) notices sent home, (2) school website postings, (3) marquee sign reminders, (4) social media postings, as well as (5) ParentLink calls and text messages. The Title I meeting was held on Tuesday, August 23rd. All information was given an icon and link on the school website and shared via social media as well. The Title I parent meeting covered the following topics: Continuous Improvement Plan (CIP); an explanation of the school's curriculum and the state's content standards; Title I program and participation, its services, and parents' rights; Parent and Family Engagement section of the CIP (overview and distribution); School-Parent Conference Forms (testing results); the parent center and parent set-aside budgets; online parent survey; Student-Parent Compacts and LEA consolidated plan.

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 SMS 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. Meetings are scheduled before, during and after school, in the evenings and when needed, offered via phone or virtual format such as Zoom. When a parent expresses concern that they cannot make a scheduled meeting, the staff work with the parent and meet with them individually, on their schedule, to ensure they have the same access to information as those who were able to attend the meetings. In addition, the school office welcomes all parents from 6:30am to 4pm daily and makes appointments outside of that window to accommodate individual schedules.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

The parent representatives included on the CIP committee are welcomed participants in the development of the plan. Parents are given the opportunity to review the plan and offer input prior to approval. For the Parent and Family Engagement Plan, surveys are given seeking input on activities, training and materials that the school should offer. Each year the CIP and the Parent and Family Engagement Plan are reviewed and evaluated. Results of the parent surveys are reviewed to determine if changes are needed.

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

SMS uses its parental involvement funds to purchase all materials and supplies in the school's parent center and to provide materials and office supplies for the parent organizer.

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))

SMS holds a variety of meetings at the beginning and throughout the year that inform parents about teh programs offered, curriculum, instruction and assessment and the expectations of students at Saraland Middle School. Prior to all meetings the information is put out in Parent Link calls and text messages, website updates, social media postings and put on the marquee at the school entrance. Meetings are typically offered after school or int eh evening, but any parent who is unable to attend is always accommodated and an individual meeting is scheduled. The Title I program meeting is was conducted in the evening, with all information posted to the school website. At meet the teacher and open house events the staff present on iReady, basic curriculum content, updates to website, Schoology, how to schedule conferences, how they can be involved in decisions about their student's education and other important information. Parents always have access to the Title I parent packet and presentation on the school website.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

SMS revises the school-parent compact each year. All parents are given a copy of the compact, signed by the principal, during registration. The compact is explained to students and parents and both are asked to sign it, signifying their commitment to working in partnership with the school to ensure success. Students sign the compact to solidify the ownership of their education. During faculty meetings the compacts are discussed with teachers who then keep a copy of the compact in their classrooms for use during parent-teacher conferences and/or student-teacher conferences.

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

In May of each school year the CIP committee meets to review, evaluate and revise the plan. Parents, students and community stake-holders serve on the committee. The principal invites parents to submit comments or suggestions regarding the plan.

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.

The CIP committee and staff as a whole works diligently to ensure all parent materials and training are aligned with the school's identified goals. The office maintains a parent organizer which houses materials (in English and Spanish) for parents to check out to learn ways they can help their child be successful. Staff dedicate time in RtI and grade level meetings to discuss students and their families to reduce barriers to learning. The counseling department works with identified students and families who need additional supports and call on partner agencies to assist when necessary. The district and school nurses also work with students and families when there are situations regarding health or home that might be hindering a students' ability to achieve. The school works to partner with families and collaborates with community organizations to meet student needs. Teachers utilize the LMS Schoology to provide resources to parents that they can use to help their student with assignments at home and to prepare for assessments. The constant communication through telephone, mail, email, and Schoology messaging allows parents to be a true partner with the teachers and administrators.

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.

SMS will continue to work with teachers through in-services, faculty meetings and grade-level meetings to explain the importance of parental involvement opportunities for parents. While the pandemic created a physical barrier in previous years, it fostered creativity in parental involvement that the school has continued to utilize even with the return of in-person meetings. The school continues to reach out to parents via Schoology, ParentLink, the school website, social media, email and mail to inform them of what is going on at the school with their child's education and to seek their input. School events are shared on social media through picture and video posts and through live streaming so that families who cannot be present physically, can still see their student. Social media allows for two-way communication through comments and messages and school staff respond accordingly. Additionally, the counseling department, office staff, instructional partner and administration reach out continuously to help students in need, both academically and socially/emotionally and connect them with school and outside resources.

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.

SMS coordinates the parent involvement program. The Title I parent center provides resources for parents that can be gathered at their convenience. These resources are also shared on the website and through social media. Additionally, the office staff are available, on call, to help answer questions and receive input from parents regarding ways the school can help their children.

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.

> At the present time, SMS has two EL students identified. If needed, any information on school meetings, parent notices, etc. can be provided in Spanish or other home language. In addition, Saraland has a Spanish teacher, PE teacher and an EL teacher who are bilingual to assist with communication as needed.

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.

> SMS makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, the parent surveys that are distributed in the fall of the year are help decide the topics covered in meetings and information shared throughout the year. The school works to ensure that the times and days of the week meetings are held best meet the needs of the parents/ guardians in the community.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

> Saraland Middle provides opportunities for parents with limited English proficiency and parents with disabilities to participate in the academic program. Currently, SMS has two students identified as EL. All parent notifications can be provided in Spanish

(or native language) to parents or guardians. In addition, a Spanish teacher and bilingual EL and PE teachers are available to assist with verbal communications. At this time, Saraland Middle School has no migrant students. Every effort is made to accommodate parents with disabilities. The school in a handicapped-accessible building.

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 FY23

eProveTM strategies: Goals & Plans

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

- **Yes**
- No

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 ACIP Signature Page		•
⊞ Coordination of Resources FY23		•
📄 Parent & Family Engagement Plan 2022-2023		• 1
📄 School-Parent Compact 2022-2023		• 1