

2019-2020 Title I Schoolwide Diagnostic for ACIP Lance

2019-2020 Title I Schoolwide Diagnostic for ACIP

W. O. Lance Elementary School

Jamie Heard
200 South 8th Avenue
Lanett, Alabama, 36863
United States of America

Last Modified: 11/20/2019

Status: Open

TABLE OF CONTENTS

Instructions	3
2019-2020 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	15
Parent and Family Engagement.....	16
Coordination of Resources - Comprehensive Budget.....	20
eProve™ strategies: Goals & Plans	21
Attachment Summary.....	22

2019-2020 Title I Schoolwide Diagnostic for ACIP

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.

2019-2020 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

In August 2019, the entire faculty came together and the ACIP team shared the results of the School Improvement Reflection Process. The Reflection summary report was projected to the faculty and each strategy/action step was presented individually for faculty input. Thoughts from each participant were discussed and recorded. It was decided how to handle ineffective strategies and action steps. This information will be used to guide the writing of the 2019-2020 ACIP. Data from spring 2019 Scantron Performance Series assessment, spring 2019 DIBELS Next, and other available survey data (student attendance, teacher attendance, Student Incidence Report, reports from ACCESS, teacher/parent/student surveys, STAR Reading and STAR Math) will be presented to the faculty at a faculty meeting (November 2019). The ACIP committee members will present their analysis of the data noting strengths and weaknesses and identified areas of focus for the 2019-2020 Continuous Improvement Plan. Faculty members again will have the opportunity to voice their suggestions and recommendations on the focused areas.

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

Needs Assessment Worksheet: Scantron Data (K-6) Reading: strengths: Fourth grade Reading scaled score for the Fiction sub-category increased from 2399 in the 2017-2018 school year to 2414 in the 2018-2019 school year. Fourth grade Reading scaled score for the Non-fiction sub-category increased from 2376 in the 2017-2018 school year to 2379 in the 2018-2019 school year. Sixth grade Reading scaled score for the Fiction sub-category increased from 2723 in the 2017-2018 school year to 2760 in the 2018-2019. weaknesses: Only 38% of students in grades 3-6 met their annual target for Reading on the 2018-2019 Scantron Performance Series. Math: strengths: Fifth grade Math scaled score increased from 2423 in the 2017-2018 school year to 2441 in the 2018-2019 school year in the sub-category of Algebra. Fifth grade Math scaled score increased from 2429 in the 2017-2018 school year to 2465 in the 2018-2019 school year in the sub-category of Geometry. Fourth grade Math scaled score increased from 2277 in the 2017-2018 school year to 2291 in the 2018-2019 school year in the sub-category of Measurement. Census Data (about city/population) The last Census Data was collected in 2010. We already have this information in our past plans. We will pull from all that information from the past plans. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next: Strengths: Kindergarten scored 74% core on First Sound Fluency (FSF). This is a 1% increase from the 73% core FSF score in the 2017-2018 school year. Kindergarten scored 73% core on Phoneme Segmentation Fluency (PSF), however this is a 13% decrease from the 86% core PSF score in the 2017-2018 school year. Weaknesses: Kindergarten scored 41% core on Nonsense Word Fluency (NWF) which is a 28% decrease from the 69% core NWF score in the 2017-2018 school year. The Kindergarten 52% core composite score is a 22% decrease from the 74% composite score of the 2017-2018 school year. First grade scored 77% core on PSF, 42% core on NWF with 70% core on Whole Words Read (WWR) and 42% core on Oral Reading Fluency (ORF) for a 47% core composite score for the 2018-2019 school year. This is a 6% increase from the 41% core composite score in the 2017-2018 school year. Second grade scored 46% core on NWF, 37% core on ORF and 48% core on Accuracy on ORF. This yields a core composite score of 38% for the 2018-2019 school year. This is a 3% core composite increase from the 2017-2018 school year. Third grade scored 30% core on Words Correct on ORF, 56% core on Accuracy on ORF, and 25% core for DAZE. This is an 11% decrease from the 36% core composite score from the 2017-2018 school year. ACCESS for English Language Learners (ELs): A total of 58 students in grades K-6 participated in the spring 2019 administration of ACCESS. Of those, 47 students had 2018 scores with which to make comparisons. Scores increased for 28 (59.6%) students, decreased for 15

students (31.9%), and stayed the same for 4 students (8.5%). One student exited with a 4.9 composite score. We need to continue working to increase the number of students making growth. The increases noted above are simply students who raised their composite scores by at least 0.1; they do not necessarily reflect students who met their growth targets.

ELEOT strengths: The three highest scores on the ELEOT observation tool were in Supportive Learning and Well-Managed Learning: C1 (4.00) - Learners demonstrate a sense of community that is positive, cohesive, engaged and purposeful. F1 (3.94) - Learners speak and interact respectfully with teacher and each other. G1 (3.94) - Learners use digital tools/technology to gather, evaluate, and/or use information for learning.

weaknesses: The three lowest scores on the ELEOT observation tool were in Digital Learning and High Expectations: : - G2 (1.00) - Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning. G2 (1.11) - Learners use digital tools/technology to communicate and/or work collaboratively for learning. B3 (1.00) - Learners demonstrate and/or are able to describe high-quality work.

Lance Elementary had an average score of 3.12 for the 2018-2019 school year.

EducateAL strengths: The 3 highest scores were in Supportive Learning and Well-Managed Learning: C1 (4.00) - Learners demonstrate a sense of community that is positive, cohesive, engaged and purposeful. F1 (3.94) - Learners speak and interact respectfully with teacher(s) and each other. G1 (3.94) - Learners use digital tools/technology to gather, evaluate, and/or use information for learning.

weaknesses: The 3 lowest scores were in Digital Learning and High Expectations: G2 (1.00) - Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning. G2 (1.11) - Learners use digital tools/technology to communicate and/or work collaboratively for learning. B3 (1.00) - Learners demonstrate and/or are able to describe high-quality work.

Lance Elementary had an average score of 3.12 for the 2018-2019 school year.

Alabama Alternate Assessment (AAA) Grade 3: Students Tested = 2 · Reading: One student scored at Level I (Does not yet meet extended standards), and one student scored at Level II (Partial knowledge of extended standards). · Math: Two students scored at Level I (Does not yet meet extended standards). · Science: 3rd grade not tested

Grade 4: Students Tested = 3 · Reading: One student scored at Level III (Meets the extended standards), and two students scored at Level II (Partial knowledge of extended standards). · Math: One student scored at Level III (Meets the extended standards), and two students scored at Level II (Partial knowledge of extended standards). · Science: 4th grade not tested

Grade 5: Students Tested = 1 · Reading: One student scored at Level I (Does not yet meet extended standards). · Math: One student scored at Level I (Does not yet meet extended standards). · Science: One student scored at Level I (Does not yet meet extended standards).

Grade 6: Students Tested = 1 · Reading: One student scored at Level II (Partial knowledge of extended standards). · Math: One student scored at Level II (Partial knowledge of extended standards). · Science: 6th grade not tested

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other RTI data):

RTI: Strengths: The number of students in Tier 3 Reading and Math declined - move from 3 to 2 The number of students in Tier 2 Reading and Math declined - move from 2 to 1

Weaknesses: The number of students in Tier 2 and Tier 3 for behavior increased, from beginning of the year to end. The number of students in Tier 2 Math increased.

STAR Reading and Math data (this is a part of local data.):

Strengths: STAR Math- The number of students in 1st grade scoring in the 40+ percentile increased from 40% at the beginning of the year to 61% at the end of the year. STAR Reading - The number of students in 2nd grade scoring in the 40+ percentile increased from 22% at the beginning of the year to 27% at the end of the year. The number of students in 5th grade scoring in the 40+ percentile increased from 13% at the beginning of the year to 18% at the end of the year.

Weaknesses: STAR Math- The number of students in 6th grade scoring in the 40+ percentile decreased from 36% at the beginning of the year to 26% at the end of the year. STAR Reading- the number of students in 6th grade scoring in the 40+ percentile decreased from 24% at the beginning of the year to 15% at the end of the year.

Teacher surveys: strengths: Indicator C5 "Purpose and Direction" - Our school has a continuous improvement process based on data,

goals, actions, and measure for growth. weaknesses: Indicator F9 “Resources and Support Systems” - Our school provides opportunities for students to participate in activities that interest them. Student surveys: Elementary Student Survey (K-6 Strengths: Indicator C1 “Purpose and Directions” - In my school my principal and teachers want every student to learn. Indicator F3 “Resources and Support System” - My school has computers to help me learn. Weaknesses: Indicator E5 “Teaching and Assessing for Learning” - My teachers ask my family to come to school activities. Parent Surveys: strengths: weaknesses: Career and Technical Education Program Data Reports: Strengths: N/A to our school’s plan Weaknesses: N/A to our school’s plan School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance). Student Discipline: There were 387 recorded discipline incidents during the 2018-2019 school year. 172 of those resulted in OSS, 250 resulted in ISS, 1 resulted in corporal punishment and 4 resulted in Alternative School Student Attendance: There were 611 total students in the 2018-2019 school year. There were a total of 4,771 student absences, an increase of 172 from the 4,599 total absences in the 2017-2018 school year. There were a total of 2,248 students tardies, and increase of 171 from the 2,077 total tardies in the 2017-2018 school year. Student Ethnicity: There were a total of 611 students in the 2018-2019 school year. 50% were male and 50% were female 15% of the students identified as Hispanic, 9% identified as White, 75% identified as Black, 0% identified as Native Hawaiian or Pacific Islander, Asian, or American Indian. Less than 1% identified as N/A Lunch Code Summary: 88% of our students are eligible for/receive free or reduced lunch. 12% of our students are self-pay School Demographic Information related to drop-out information and graduation rate data. The most recent data for the 4-year cohort graduating class of 2018: Federal Grad Rate - 74.14% (43/58) ALSDE Grad Rate - 79.31% (46/58) Drop-out Rate - 15.52% (9/58) School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty. The teacher absentee rate is listed below in sub-categories: Sick leave - 610 days, an increase of 299 days from 2018-2019 (This includes 2 teachers out for maternity leave, 2 teachers out for major surgery, and 1 teacher out on catastrophic leave.) Personal leave - 103 days, and increase in 38.5 from 2018-2019 Professional leave - 116 days, an increase of 33 days from 2018-2019 Military leave - 14 days (no data recorded from 2018-2019) Jury Duty - 2 days, (no data recorded from 2018-2019) Our teacher turnover rate for the 2018-2019 school year is 16%, as compared to 11% for the 2017-2018 school year. This includes non-renewals, retired and resignations. School perception information related to parent perceptions and parent needs including information about literacy and education levels. strengths: weaknesses: School Process Information related to analysis of existing curricula focused on helping English Language Learners (ELs) work toward attaining proficiency in annual measurable academic objectives (AMAOs). strengths: Research based technology supports (English in a Flash) Spanish resource/instruction materials and lesson plans are available for both the GoMath! and Wonders Reading programs weaknesses: Spanish materials/resources are minimally available School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELs) work toward attaining proficiency in annual measurable academic objectives (AMAOs). Strengths: Sheltered Instruction Ms. Violet Ms. Reyes (bi-lingual school secretary; available to help parents with translation) Research based technology supports (English in a Flash) Weaknesses: Spanish materials/resources are minimally available

3. What conclusions were drawn from the results?

Reading and Math scores continue to be low schoolwide. Our focus needs to be on improving our whole and small group instruction to combat reading and Math deficiencies with our students K-6. Our students need strategic, direct instruction and support in both Reading and Math. Phonics and phonemic awareness need to be at the forefront before trying to address any comprehension gaps. Every moment of reading instruction needs to be meaningful and purposeful. Math instruction

needs to be explicit, especially in the areas of Numbers and Operations, and Data Analysis and Probability. Even though math scores were overall higher than reading, W.O. Lance still needs to focus on continuing to grow in math. As the EL population continues to increase at W.O. Lance, we also need to continue to seek ways to meet the needs of that population and to help them work toward attaining proficiency in annual measurable academic objectives.

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

The majority of the student population was satisfied with the educational environment at W.O. Lance. Sixty percent of students felt like their parents were not asked to attend school functions by their teachers.

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

School goals addressed the areas of mathematics and reading as well as English Learners. All of these are areas of priority indicated by the comprehensive needs assessment.

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

W.O. Lance Elementary's goals were developed after reviewing data from multiple sources from the needs assessment such as, but not limited to Scantron Performance Series assessment data, STAR Reading and Math, DIBELS Next, surveys, attendance, SIR report, AAA and ACCESS. After reviewing all the data sources, it was clear the focus for W.O. Lance needs to remain on reading, math and our growing EL population.

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

With eighty-eight percent of our student population qualifying for free or reduced lunch, our goals strive to meet the educational needs of this segment of the student population by the use of hands-on activities, small group instruction within the classroom, and Tier III reading groups for those most at-risk. These strategies and action steps are included in our goals in order to ensure the needs of these students are being met. With the increase of a more diverse student population at W.O. Lance Elementary, our goal calls for more teacher training in order to increase their understanding and the use of English language development strategies as they make use of reading resources and math activities to engage the EL student. Academic needs and progress of EL students is monitored until the student successfully exits the program. In addition, students are monitored for two years following program exit. Students' achievement in English language proficiency is measured annually using ACCESS 2.0, until students exit the EL program by achieving a composite score of 4.8 or higher. Special Education services are provided for students who meet the federal guidelines for the identified exceptionality. The services provided are outlined in each student's Individual Education Plan (IEP). Preschool - Local agencies and child development centers have specific criteria to identify and serve preschool children within the district. W.O. Lance Elementary provides equal educational opportunities for the following special populations: Migrant students are identified through the analysis of an employment survey given to the parents/guardians of all new students. Homeless students are identified through the analysis of a residency survey given to all students. School system records, counselor referrals, and teacher referrals are also utilized to identify students who may be experiencing homelessness. Birth certificate, transcripts and health record information can be used if available to identify homeless students as well as reports submitted by The Circle of Care Center for Families or other community agencies. Immigrant students are identified through the dissemination of information, or lack of information, including the following: birth certificates and school records or transcripts, immunization or health records, residency proof, and guardianship/custody documents. Limited-English Proficient students are identified through the analysis of a home language survey

administered to each incoming student in the district and the WIDA ACCESS placement test (W-APT)/WIDA Screener. Neglected students are identified through the analysis of guardian/custody information, residency proof, school records/transcripts and health records and information obtained from The Circle of Care for Families or other community agencies. Students in these subgroups are served in all areas of the curriculum and may receive additional services which can include one-on-one remediation and enrichment, and additional exposure to research-based software and curriculum materials. Auxiliary services are provided in conjunction with a local non-profit family agency and other community resources. The Federal Programs Coordinator is responsible for the coordination of services and the analysis of programs offered. The school's principal oversees the daily implementation of the services. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including preschool education, provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

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.

Math:- Implement explicit, intensive math instruction through the use of focused small groups, hands-on activities, math journals, and multiple opportunities for practice. - Follow Alabama College and Career Readiness Standards through the implementation of STEM strategies. Teachers in grades K-6 will note the standards addressed in their lesson plans.- Differentiate instruction through the use of periodic assessment data result analysis. Teachers and specialists (grades 3-6) will conference with students individually to set and evaluate academic goals focusing on math. **Reading:** - Implement explicit, differentiated instruction through the use of whole group and small group learning to focus on the five areas of reading instruction. Representatives from Alabama Reading Initiative will be available to provide support to classroom teachers.- Differentiate instruction through the use of periodic assessment data result analysis. Teachers and specialists (grades 3-6) will conference with students individually to set and evaluate academic goals focusing on reading. Teachers will place students in grades K-6 who are not making adequate progress with the regular reading program into a Tier II Strategic Intervention small group for more specific instruction.

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.)

Teachers in grades K-6 will periodically analyze assessment data in order to guide the development of differentiated instruction. The three-tiered RTI approach will be utilized for academic and behavior support. Teachers will place students in grades K-6 who are not making adequate progress with the core instructional programs into a Tier II Strategic Intervention small group for more specific instruction. Students in grades K-6 will be progress monitored weekly/bi-weekly using one or more of the following: core program assessments, DIBELS Next, STAR Reading, STAR Math, and DAZE. Those students not making adequate progress in Tier II will be placed into a Tier III group. Students in Tier III are pulled by an interventionist to provide more intense, specific instruction. Those students requiring Tier III behavior support are pulled by the school counselor for one-to-one intervention. If adequate academic/behavior progress is not made in Tier III, then students may be referred for special education testing, upon parental consent.

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**.

W.O. Lance provides an after school program, STARS, 4 days a week from 3:00 - 5:30. This program is free of charge and open to all Lance students. Activities offered during this time are homework assistance, tutoring, enrichment, and physical fitness activities. There are approximately 80 students attending the STARS program. The STARS after school program also extends into the month of June. Summer students participate in enrichment activities, skills practice, STEM, art activities, and physical fitness.

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.

Special education services are provided for students who meet the federal guidelines for the identified exceptionality. The services provided are outlined in each student's Individualized Education Plan (IEP). W.O. Lance Elementary provides equal education opportunities for the Migrant students that are identified through the analysis of an employment survey given to the parents/guardians of all new students. Other information or lack of information, including the following is utilized: birth certificate and school records or transcripts, immunization or health records, residency proof, and guardianship/custody documents. Through observations from building administrators as well as district administrators, counselors, and teachers, identified children and youth are served in all areas of the curriculum. Identified students receive additional services which can include instruction from foreign language instructors, one-on-one remediation and enrichment, and additional exposure to research-based software and curriculum materials which cover course of study objectives and review materials. Auxiliary services are provided in conjunction with The Circle of Care Center for Families, a nonprofit family agency, which provides sessions in parenting techniques, study skills, academic tutoring, health/wellness issues and brief counseling sessions. The Federal Programs Coordinator is responsible for the coordination of services and the analysis of programs offered. The building principal oversees daily implementation. Questions or concerns should be directed to the Federal Programs Coordinator. Homeless students are identified through the analysis of a residency survey given to all students. School systems records describing custody/guardianship information as well as counselor referrals and residency documents are utilized. Birth certificates, transcripts and health record information are also used to identify homeless students as well as reports submitted by The Circle of Care Center for Families, a nonprofit organization for families in our area. Through observations from building administrators as well as district administrators, counselors, and teachers, identified children and youth are served in all areas of the curriculum. Identified students receive additional services which can include instruction from foreign language instructors, one-on-one remediation and enrichment, and additional exposure to research-based software and curriculum materials which cover course of study objectives and review materials. Auxiliary

services are provided in conjunction with The Circle of Care Center for Families, a nonprofit family agency, which provides sessions in parenting techniques, study skills, life skills, academic tutoring, health/wellness issues and mini counseling sessions. The Federal Programs Coordinator is responsible for the coordination of services and the analysis of programs offered. The building principal oversees daily implementation. Questions or concerns should be directed to the Federal Programs Coordinator. Immigrant students are identified through the dissemination of information, or lack of information, including the following: birth certificate, school records or transcripts, immunizations or health records, residency proof, and guardianship/custody documents. Through observations from building administrators as well as district administrators, counselors, and teachers, identified children and youth are served in all areas of the curriculum. Identified students receive additional services which can include instruction from foreign language instructors, one-on-one remediation and enrichment, and additional exposure to research-based software and curriculum materials which cover course of study objectives and review materials. Auxiliary services are provided in conjunction with The Circle of Care Center for Families, a nonprofit family agency, which provides sessions in parenting techniques, study skills, life skills, academic tutoring, health/wellness issues and mini counseling sessions. The Federal Programs Coordinator is responsible for the coordination of services and the analysis of programs offered. The building principal oversees daily implementation. Questions and concerns should be directed to the Federal Programs Coordinator. Limited-English Proficient students are identified through the analysis of a home language survey administered to each student in the district. Other information or lack of information, including the following: birth certificate, school records or transcripts, immunizations or health records, residency proof, and guardianship/custody documents. Through observations from building administrators as well as district administrators, counselors, and teachers, identified children and youth are served in all areas of the curriculum. Identified students receive additional services which can include instruction from foreign language instructors, one-on-one remediation and enrichment, and additional exposure to research-based software and curriculum materials which cover course of study objectives and review materials. Auxiliary services are provided in conjunction with The Circle of Care Center for Families, a nonprofit family agency, which provides sessions in parenting techniques, study skills, life skills, academic tutoring, health/wellness issues and mini counseling sessions. The Federal Programs Coordinator is responsible for the coordination of services and the analysis of programs offered. The building principal oversees daily implementation. Questions and concerns should be directed to the Federal Programs Coordinator. Neglected students are identified through the analysis of guardian/custody information, residency proof, school records/ transcripts, health records, and information obtained from The Circle of Care for Families. Through observations from building administrators as well as district administrators, counselors, and teachers, identified children and youth are served in all areas of the curriculum. Identified students receive additional services which can include instruction from foreign language instructors, one-on-one remediation and enrichment, and additional exposure to research-based software and curriculum materials which cover course of study objectives and review materials. Auxiliary services are provided in conjunction with The Circle of Care Center for Families, a nonprofit family agency, which provides sessions in parenting techniques, study skills, life skills, academic tutoring, health/wellness issues and mini counseling sessions. The Federal Programs Coordinator is responsible for the coordination of services and the analysis of programs offered. The building principal oversees daily implementation. Questions and concerns should be directed to the Federal Programs Coordinator. Delinquent students are identified through the analysis of guardian/custody information, residency proof, school records/ transcripts and health records. Through observations from building administrator as well as district administrators, counselors, and teachers, identified children and youth are served in all areas of the curriculum. Identified students receive additional services which can include instruction from foreign language instructors, one-on-one remediation and enrichment, and additional exposure to research-based software and curriculum materials which cover course of study objectives and

review materials. Auxiliary services are provided in conjunction with The Circle of CareCenter for Families, a nonprofit family agency, which provides sessions in parenting techniques, study skills, life skills, academic tutoring, health/wellness issues and mini counseling sessions. The Federal Programs Coordinator is responsible for the coordination of services and the analysis of programs offered. The building principal oversees daily implementation. Questions and concerns should be directed to the Federal Programs Coordinator. Preschool- Local agencies and child development centers have specific criteria to identify and serve preschool children within the district.

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.

Parents and guardians are given ACCESS results in their native language when possible. Most of our EL population speaks Spanish, and these forms are readily available. We have two bilingual staff members who are available to act as interpreters when needed.

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

The teacher turnover rate for the 2018-2019 school year was 16%, as compared to 11% for the 2017-2018 school year. This includes non-renewals, retired and resignations.

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

The experience level varies among the faculty. It ranges from limited experience to several faculty members with over twenty years of experience.

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)?

Lance has a mentoring program in place for the first two years of employment. There are two veteran mentors providing support for new teachers. They meet as a group once a month, but the mentors check on each teacher on a weekly basis. New teachers get an additional amount of money for supplies above the state allotted funds. Lance provides or funds any professional development requested by new teachers. Lance also employs other strategies used to attract and retain highly qualified teachers. Some of these include assistance in finding housing, selection of a financial plan to help alleviate hardships, purchase of materials needed before October 1st of the school year, and orientation to familiarize teachers with system policies and procedures.

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

W.O. Lance teacher mentors meet with new teachers personally at least twice a month to discuss classroom management strategies and model lessons from the core Reading program. New teachers also have the opportunity to observe veteran teachers in the classroom. The reading specialist is available to all new teachers as a resource for implementing the McGraw Hill Wonders reading programs. She observes the teacher, models whole/small group lessons, assists with creating literacy centers, and performs small group instruction as needed. The reading specialist assists the classroom teacher with progress monitoring when necessary. In order to meet the individual needs of students, teachers in grades K-3 attend quarterly DIBELS Next data meetings to review and respond to benchmark data, check student progress, discuss success of strategies currently being implemented, and create new intervention plans as needed. Teachers in grades K-6 attend data meetings after completion of benchmark testing to determine mastered and non-mastered skills of each individual student and create instructional plans to address the non-mastered skills. Students falling below the benchmark goals receive an intervention plan that is used during weekly reading intervention block. Students in the intervention groups will have increased test scores on subsequent testing. At the beginning of the 2018-2019 school year, all faculty and staff will receive professional development training on meeting the needs of EL students. This training will be facilitated by the district's EL coordinator. Attendees will be updated

on interpreting the WIDA-ELP and instructional strategies appropriate for EL students. Additional training and support may be provided by the state EL coach for this region. All faculty and staff will receive a copy of the current District EL plan via Google Drive. The EL Coordinator will provide school personnel with training on the plan. Teachers in grades 1-6 will attend STAR assessment follow-up data meetings to determine mastered and non-mastered skills of each individual student and create instructional plans needed to address the non-mastered skills. Students falling below the benchmark goals will have an intervention plan that will be used during small group intervention. Students in the intervention groups will have increased test scores on subsequent testing.

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

Lance provides EL training for all teachers and support staff at the beginning of the school year, conducted by the District EL Coordinator. All new teachers participate in McGraw Hill Wonders reading and GoMath! training during the New Teacher Institute at the beginning of the school year, provided by an experienced faculty member. Year one and year two teachers also participate in Classroom Management and Depth of Knowledge training prior to the start of the year. Teachers attend data meetings for RTI, STAR Reading and Math, and DIBELS Next Assessments throughout the school year. Ms. Gilbert, the school Reading Specialist, provides training for the DIBELS Next assessment for new teachers in grades K-3. Lance also provides Google Training at the beginning of the school year. Lance teachers participated in A World In Motion (AWIM) training sponsored by SEA International and KIA. Comprehensive engineering designed tool kits were provided with completion of this training. Some teachers were selected to participate in AMSTI (Alabama Math Science Technology Initiative) training for Year One science kits. Various learning communities will meet throughout the year and focus on a multitude of topics.

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.

Lance has a mentoring program in place for the first two years of employment. There are two veteran mentors providing support for new teachers. They meet as a group once a month, but the mentors check on each teacher on a weekly basis. New teachers also have the opportunity to observe veteran teachers in the classroom.

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

DIBELS Next data meetings are held quarterly to assess student progress. Strategies currently being implemented are discussed and new intervention plans are created as needed. All faculty members participate in professional development in order to receive training on instructional strategies and techniques for EL students at the beginning of the school year. The reading specialist will attend quarterly, regional meetings throughout the 2019-2020 school year for further training in the implementation of the Alabama Reading Initiative. After attending each session, the reading specialist will provide turnaround training for the faculty. During in-service training prior to the 2019-2020 school year, teachers attended professional development sessions on topics including Gifted Education, Special populations, Wonders Training, Google Training , and Promethean board training.

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.

For smooth transition in math from sixth grade to the junior high, our sixth graders use Big Ideas as their math series like Lanett JuniorHigh. In the spring, students from Head Start tour our school, meet the kindergarten teachers, and eat lunch. Also, a kindergartenteacher and office personnel

travel to Head Start to assist in the registration process. The sixth grade students also take a day in the spring to tour Lanett Junior High and meet the faculty.

14. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

(N/A for Elementary Schools)

N/A

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

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

We look at state assessments and other indicators (DIBELS, STAR Reading and Math, core program assessments, etc.) to see how we are doing with increasing proficiency. We compare one year to the next to see where we had growth or showed declines. Scores are tracked over multiple years. Areas of growth indicate successful strategies and those are continued. Declining areas warrant further investigation and receive additional attention.

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?

To determine which students are furthest from achieving the standards, the data needs to be broken down into subgroups so that gaps can be seen. Common subgroups are free/reduced lunch, racial/ethnic, special education, ELs, etc. Historically, we have not had enough special education students or ELs to constitute a subgroup. The majority of our students are in traditionally minority groups (e.g., free/reduced lunch and African Americans), so our focus has been on moving all students to a higher level of 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?

Input is gathered from parents, students, and teachers through surveys and through meetings. Data analysis is ongoing with formative assessments. All the data and feedback are used to determine our strengths, needs, and any changes in goals or strategies that may be 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.

The following is funded by the State Foundation Funds: FTE earned: - Teacher units - 34.43 - Administrator Units - 1.00 - Assistant Principal - 0.50 - Counselor - 1.00 - Librarian - 1.00 Units Places: - Teacher Units - 34.43 - Administrator Units - 1 - Counselor - 1 - Librarian - 1 Salaries FTE: - Teacher Units - \$1,801,734.00 - Administrator Units - \$89,467.00 - Assistant Principal - \$41,829.00 - Counselor - \$63,765.00 - Librarian - \$47,001.00 Title I funds are used to employ

Highly Qualified Teachers, instructional assistants and a portion of the school nurse. Funds may also be used to supplement the state funds for the purchase of textbooks. Funds for art and instructional supplies are budgeted. Computers, software, remediation and enrichment supplies are also purchased with Title I funds. Title II funds are pooled at the central office level. They are used to provide in-service training in areas as indicated on the needs assessment. We do not receive Title III funds at this time. Title IV funds are no longer received at W.O. Lance. Title VI funds are used for instructional materials and supplies. Local funds are budgeted for academic incentives, enrichment materials, ESL tutor, academic coach, maintenance, utilities, telephone, janitorial supplies, PE assistant, after school program and field trips.

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).

W.O. Lance is a K-6 elementary school. Adult Education, Vocational and Technical Education, and Job training programs do not apply. We utilize local agencies including Circle of Care along with the local police department to educate students in violence prevention. Southern Union Health Education and Nursing students provide wellness check-ups for participating students. First grade students attend the Southern Union Children's Health Expo that includes nutrition instruction. Local dentists are available for visits to the classroom upon request. A Lance Learning Specialist visits a local Head Start facility for testing and provides services to identified students. Tours are offered to all facilities who serve children that will be attending W.O. Lance. These pre-school children tour the building, meet teachers, and eat lunch in the school cafeteria. Parents are encouraged to attend these tours along with their child and daycare personnel. Pre-registration packages are offered to parents at the time of the visits.

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



2019-2020 ACIP Signature Page

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))

The administration, faculty, and staff of W.O. Lance Elementary continue to search for ways to keep parents and the community informed about school programs and to involve parents in their children's learning process. At the beginning of each school year, parents are provided a W.O. Lance Elementary Handbook and a Lanett City Schools district Handbook. In both of these handbooks, parents can find a description of the school's curriculum, assessment, student achievement expectations, and Title I requirements. Early in the year, W.O. Lance Elementary hosts a parent information session before our PTO Open House meeting, where policies and procedures for the year are discussed. Topics of discussion for this session generally include the explanation of the Title I Program and requirements. Parents' rights are presented, and parents are encouraged to become involved with the school by volunteering.

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.

W.O. Lance Elementary strives to meet the scheduling needs of its parents by offering meetings and special events at varying times of the day throughout the school year. PTO meetings are generally held in evenings. Parent education workshops and Grandparent's Day activities are offered in the morning and early afternoon. Special family events are scheduled for late afternoon and evening. Awards Day ceremonies are scheduled for both daytime and evening. Parents of students involved in the Gifted/Enrichment program at W.O. Lance Elementary are invited and encouraged to come to special events throughout the school year. Parents are encouraged to attend field trips as chaperones.

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

Parents serve on the Lanett City Schools District Title I Planning Committee, the W.O. Lance Elementary PTO Council, on the Continuous Improvement Plan Committee, on the District Round-table, and are asked to be classroom volunteers throughout the year. Parents are invited to attend all planning meetings, and their input is encouraged.

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

The Lanett City School District has hired a Parental Involvement Specialist. This specialist will conduct home visits to serve as a liaison between the school and home. He will seek to open lines of communication, indicate value and need of parental involvement, explain, implement, and coordinate parental programs, and build ties between the school and parents. PTO monies are made available to assist in the cost for some parent/school events. Some of the events that are planned for the W.O. Lance Elementary school year include, but are not limited to, "Family Reading Night," "World Day", "Christmas Craft Night" held in December, "Parent Day" with workshops and seminars offered on a variety of topics, and "Honor Society Induction".

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))

Parents are encouraged to be involved in all areas of the educational process at W.O. Lance Elementary. Parents serve on the PTO Council, on the Continuous Improvement Plan Committee and are invited to be classroom volunteers throughout the year. Information about school programs, assessments, academic expectations, and Title I requirements are discussed at the September Open House and at the October Parent's Day sessions. Notices are sent home to parents when new programs are available. Both W.O. Lance Elementary and Lanett City Schools District handbooks provide parents with extensive information about school curriculum and programs. Teachers are required to make weekly contacts with parents, and they do so through newsletters, e-mail, phone contacts, and conferences. Teachers are available before and after school for parent-teacher conferences, as well as at PTO events, Open House and on report card pick-up days. Parents can sign up to participate in the AlertNow phone messaging system to receive reminders and announcements on their phones. Parents can also sign up for the INOW Parent Portal where they can have online access to their child's grades.

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))

W.O. Lance Elementary has an established School-Parent Compact that is presented to parents and students each year as part of the registration process. Teachers also explain the Compact, specifically the Student section, to students in the classroom during the first days of school. Compacts are kept in the classroom, and teachers have the opportunity to use them for Student/Parent conferences during the school year. Teachers review the Compact yearly and make changes and/or additions as needed.

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

W.O. Lance Elementary will provide all parents with a copy of the Continuous Improvement Plan flyer. Parents who wish to make and submit comments of dissatisfaction with any area of the Title I Plan or Continuous Improvement Plan may do so by calling the school district office to speak with the Federal Programs Coordinator, Christy Carpenter. Parents may also contact the W.O. Lance Elementary principal, Jamie Heard, or the school's Assistant Principal, Allyson Matthews, through the school office. Additionally, parents may request to be placed on the agenda of any school board meeting.

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.

To provide materials and training to help parents work with their children to improve their children's achievement, W.O. Lance Elementary will: -invite representatives from the local library to speak at PTO to inform parents of programs and activities available to them through the Chambers County Public Library System; -offer PTO night to instruct parents on the use of various programs and technologies, as well as Internet Safety; -invite parents to participate in Career Day activities; -offer Parent Day workshops covering various topics; and -invite families to participate in Literacy Night.

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.

To provide assistance to parents of W.O.Lance Elementary students in understanding academic standards and assessments, and how to improve student achievement, W.O. Lance Elementary will offer the following:-Parent/Student/School Compact;-Variety of Parent Day workshops;-Parent/Teacher conferences;-Classroom volunteer opportunities;-Career Day activities;-Literacy activities; and-One-on-one sessions, including standardized test dissemination.To provide materials and training to help parents work with their children to improve their children's achievement, W.O. Lance Elementary will:-invite representatives from the local library to speak at PTO to inform parents of programs and activities available to them through the Chambers County Public Library System;-offer PTO night to instruct parents on the use of various programs and technologies, including Internet Safety;-invite parents to participate in Career Day activities;-offer Parent Day workshops covering various topics; and-invite families to participate in Literacy Night.

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.

- W.O. Lance Elementary has an active Parent-Teacher Organization that offers many opportunities each year to bring home and school together.- Our mentor program helps new teachers develop strong Parent-Teacher relationships.- INOW Parent Portal, Blackboard Connect, and AlertNow are used to inform parents of student absences and special program events.- Representatives of the Department of Human Resources and the local Circle of Care assist faculty and staff in developing good school-to-home relationships.

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.

- W.O. Lance Elementary maintains a website where activities, programs, school news, athletics and other relevant items are posted.- Parents receive a copy of both the school and district

handbooks at the beginning of each year. These are revised annually and describe school curriculum, policies, academic expectations, and Title I requirements.- INOW Parent Portal, the Blackboard Connect program and AlertNow are used to inform parents of student absences and special program events.

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.

The administration, faculty and staff of W.O. Lance Elementary strive to address and resolve parent concerns and requests as quickly as possible. School board meetings are held monthly, and parents may request to be placed on the agenda to voice concerns.

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))

W.O. Lance Elementary ensures that letters, forms and other correspondences are written in Spanish and/or translated, to the extent possible, in a language that is easily understandable for all parents. In addition, a translator is available for parent and teacher meetings when needed. W.O. Lance Elementary complies with the Americans with Disabilities Act (ADA), and the building is accessible for persons with disabilities. There are no migrant students at W.O. Lance Elementary, but if this situation arises, these parents will be given every opportunity to participate fully in their child's education.

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



 [Comprehensive Budget 19-20](#)

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)
 2019-2020 ACIP Signature Page	Signatures of ACIP Committee members	• 1
 Comprehensive Budget 19-20		•