



Title I Schoolwide Diagnostic for ACIP - 2021-22

Title I Schoolwide Diagnostic for ACIP

Jemison High School
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Instructions

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

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

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

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Stakeholders, which included faculty, staff, parents and students, reviewed the ACIP during the spring of 2020-2021 school year to assess whether the strategies from the year had been successful. The critical initiatives of the ACIP were posted on different sheets of white paper, and the stakeholders went around to each initiative to make comments on the strategies and indicated which strategies worked and needed to be continued or no longer needed to be included in our plan. We discussed why the plan needed to be revised in certain areas and things we could do to address areas of concern. In September of 2021-2022, a needs assessment was administered to teachers, parents, and students. The results of these surveys were also used to inform our plan. We also analyzed the data from STAR, SIR, ACCESS, ACAP, attendance, graduation rate, and other appropriate data necessary in the decision making process.

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

The results of the needs assessments administered to faculty, parents, and students indicated that there are weaknesses in student achievement, student engagement, and parent engagement. According to the Climate and Culture Middle and High School Student Survey, students at Jemison High School have expectations that they will learn (71%) and understand (63%); however they also indicated that they don't feel busy (28%). The students also talked about their feelings when trying to complete assignments at school which indicated that they feel patient (46%), calm (50%), and usually have enough time to complete their assignments (47%). When students were asked about the things they do in class while at school, it was surprising that very few students did projects (8%), wrote (36%), or thought (40%). Also, only twenty-three percent of students felt the work they were doing was challenging, and on another question about how students felt at school sixty-three percent of students indicated that they were bored. According to the Teacher Inventory Survey we administered to teachers, we found that more than half of our teachers are adhering to the strategic direction of the school (92%), formally collaborating with their peers (79%), and setting high expectations for students (76%). Seventy-one percent of teachers indicated that they are setting different learning goals for each student in the their class, and seventy-four percent of teachers said they were "almost always" or "often" including opportunities for students to express individual creativity. In addition, teachers also said that they were providing students with opportunities to be actively engaged in the their

learning (58%), providing multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success (48%),

3. What conclusions were drawn from the results?

The conclusions drawn from the results are that there is a marked discrepancy between the students assessment of the activities they are engaged in at school and the teachers assessment in terms of creating a challenging and rigorous learning environment. The students indicated that they expect to learn and that they have good relationships with their teachers; however, they also felt very calm and relaxed when trying to complete assignments. They indicated that they were doing a lot of listening and completing worksheets and didn't find the work challenging. At one point, the students indicated that they were bored. Compared to what the teachers said in their assessment, this is a stark difference. Because there is such a large population that need remediation in reading and math, we really need to find ways that are engaging and challenging for students. We need to find ways to intrinsically motivate students to succeed and create rigor in our instruction so that students have opportunities to think and be creative in demonstrating what they know. We must also make them accountable for their own education and find ways to involve them in the decision making process.

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

Our analysis of the perception data shows that we have some areas to work on concerning attendance, reading and math scores. Last year our attendance was at 93.9 %; however, we also showed a decrease in disciplinary measures where our incidences of out-of-school suspensions was 7% percent and our incidence of in-school suspensions was 10%. Therefore, we believe a concerted effort must be made to engage parents and students in discussions surrounding the importance of attendance and how it relates to test scores. In addition, academic data suggests that our math and reading scores are still areas of significant weakness. Only 17% of tenth grade students benchmarked on the Pre-ACT, and only 16% of eleventh grade students benchmarked on the ACT. Across all grade levels in our first administration of STAR Math, our students scored below the 20th percentile, and our students scored below the 15th percentile in STAR Reading. Coupled with the perception data collected from the surveys of parent, teachers and students, this demonstrates the need for student engagement and rigorous classroom instruction. Implementation of instructional coaching, professional learning communities and creating opportunities for teachers to reflect on their instruction will be instrumental in assisting our faculty in providing the kind of instruction needed to capture our student's attention and create a rigorous and thoughtful learning environment.

Teachers will also need opportunities for professional development so that they can learn to use the tools at their disposal to implement changes in their classrooms.

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

Our school's goals were created out of identified areas of need gathered from the need's assessments given to our parents, students and teachers. Our school's overarching vision is that every student will achieve his or her full potential in an inspiring and challenging environment. Therefore, our goals are aligned with making sure that we establish a level of growth in proficiency for all students in all subgroups. When selecting the a comprehensive assessment, we were trying to ascertain the parents and student's perception of the climate of the school and whether they felt it was conducive to learning. Conversely, when selecting a need's assessment for teachers, our goal was to inventory teachers discover whether teachers perception of their instruction and what they were providing was different than the perception of the parents and students. Our goals were established based on the differences in those perceptions, our most recent ACT and Pre-ACT scores, district walk-throughs and feedback. Our major priorities continue to be improving Reading and Math scores by ten percent for students by the last STAR test administration and providing a school culture conducive to learning. Therefore, our teachers are committed to using STAR Instructional Reports to help guide our instruction and goal setting with students so that they are informed about their test results. We have established a consistent time in our schedule during the day for students to practice ACT strategies, and we are offering tutoring after school and on Saturdays to allow students to work with teacher to prepare for test and get extra help in the classroom. We have also solicited community partners such as NACEE to help with tutoring for students during school and after school. Our community partners also help to incentivize our students through their donations of gift cards that we will use to help with our attendance rates. Student earn the gift cards for perfect attendance over nine week periods.

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

Our goals were created from the weaknesses identified in particular areas of the needs assessments. Our needs assessments indicated that many our our students were mostly completing worksheets (40%) completed challenging work (23%) and were bored (63%). We understood that based on this data we had to create more rigor and context in our lessons. Therefore, we decided that one of our critical initiatives needed to focus on providing instructional coaching and teacher supports to increase student engagement. We also looked at our attendance data (93.9%) and the number of parents who actually participated in the parent survey)1%), and

decided that we needed to communicate more with parents and students generally, and additionally, concerning the importance of attendance. To address this need, another of our critical initiatives was focused on providing diverse opportunities for participation and utilizing a variety of communication methods to engage stakeholders. Through our analyzation of Pre-ACT, ACT, and STAR, we have created activities to support students in the areas of debility. We used the data from ACT, Pre-ACT, STAR, and end of course data to form the goals that we will use to change our learning practice; whereas, we used the data from discipline, attendance, and surveys to help develop plans for PBIS incentives which will help to positively motivate our students toward growth. STAR indicated that students in grades 9-12 are scoring below the twenty-fifth percentile in math and reading; and Pre-ACT and ACT indicate fewer than twenty percent of our students are benchmarking both of these standardized tests. So two of our critical initiatives are concerned with increasing student engagement and academic performance as well as implementing rigorous research-based methods of instruction that place an emphasis on students achieving significant gains in reading and math.

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

Our mission contains the intention to enable and inspire our diverse student body to reach academic excellence. Therefore, our goals address the specific needs of who are disadvantaged. One of our critical initiatives is to invest in materials aligned to/ in support of instructional practices that promote personalized learning. We will provide learning supports for students via Tier I, II, and III instruction afterschool and on Saturdays. Students will have the opportunity to get support from their classroom teachers when needed. Teachers have received Ellevation training so that they effectively assist our EL student population. Teachers can access data about current and former EL students, access an individual student's CAN Do descriptors, and use this platform as an instructional resource to assist with planning instruction for the language development needs of our students. Additionally, teachers are using scaffolding within their classrooms to assist all students in achieving listening, reading, writing, and speaking proficiency through differentiated small group instruction, intervention classes, and Academic Language Development classes. EL students are expected to demonstrate growth on the ACCESS assessment. Our faculty does also receive training on identifying and securing resources for disadvantaged students and their families. Once a student is identified as homeless, we work with the school district liaison to make sure the student has access to transportation, food, clothing, and academic support during the day, after school and on Saturdays.

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.

Even though teachers felt that they were providing opportunities to be actively engaged in their learning (58%) according to the perception data from students, many of the students feel that they are not completing challenging work (23%). Therefore, one of our critical initiatives is for teacher's to implement rigorous research-based instructional practices with an intentional focus on all students achieving growth in reading and math based on the objective of providing more personalized learning opportunities to support student readiness for college and career. Teachers will employ the use of strategic teaching using the Before, During, and After including scaffolding and chunking and think-pair-share as a consistent practice to provide learners with an active framework for learning. Strategic Teaching provides a structure for teaching whereby using the "After" strategy the teacher receives immediate information about whether students have mastered the content through short formative assessments. Using this method also gives students the opportunity to engage with other learners to discuss their understanding and complete active strategies and interact with the text, which can help with the perception that students are bored in their learning (63%). Professional development will be provided to meet the individual needs of teachers and job-embedded coaching to support instructional strategies. In Professional Learning Communities, teachers will discuss ways that they can increase the rigor in their student activities to provide opportunities for students to think and reflect on their learning. They will also examine formative and summative test results, and look at ways they can use the data to better inform their instruction in the classroom. STAR provides instructional reports that help teachers understand what students have not mastered and what they need to understand in order to master the standard. This will help teachers to develop lessons that address deficiencies in preparation for standardized testing. Also, students will have resources to recover credits to meet graduation requirements. Administration will provide After School and Saturday Tutoring to support students. Students will also have the opportunity to work with instructors from the NACEE program, and students will receive targeted ACT preparation during Z period, which is an extra hour of learning time built into the master schedule to address specific student learning needs.

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.)

To address the needs of all learners, counselors will complete credit audits for every child to ascertain the student's credit status each year, register students in classes needed to complete the graduation requirements, and meet with students periodically to discuss grades, behavior, or attendance issues. Counselors will also refer students for mental health services as needed and complete classroom instruction requirements for graduation and Overcoming Obstacles, Erin's Law, and Four-year planning. Counselors will also expose students college representatives and college and career opportunities helping to prepare for life beyond the secondary school environment. Counselors will also help to facilitate outside programs such as NACEE, Cap and Gown, NOVA and district mentoring services to provide early intervention and support for our students. The graduation coach will prepare students for opportunities for post-secondary education by broadening secondary school students' access to coursework and earn postsecondary credit while still in high school such as dual enrollment or early college programs. The graduation coach will also prepare students for career, technical, and workforce education by offering access to career opportunities provided through community partners. We will implement the use of PST/RTI and PBIS programs to address learning deficiencies and behavior with our At-Risk population.

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

The implementation of RTI/PST and PBIS intervention addresses our whole student population as well as our At-Risk population. Teachers meet during PST meetings to discuss the specific needs of students who are experiencing problems in the classroom with grades, behavior and attendance. During this time the team develops strategies that might help the student and PBIS interventions and

supports which may motivate the student to succeed. Often times students are recommended for After School and Saturday Tutoring for ACT preparation and Reading/Math intervention and to help students with their classroom assignments. There are also additional opportunities for students to attend tutoring through NACEE.

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.

Federal Programs provides training to identify and secure resources for special populations. All students are registered regardless of residency status. District Federal Programs provides supports and guidance to address all student needs. The district provides schools access to an ESOL teacher, Homeless Liaison, Basic Reading Skills class, and access to a social worker. The district provides breakfast, lunch and after school meals for our students through the free lunch program. Our English Learners are provided with Academic Language Development classes, and they also receive assistance from the Multilingual Learners Education Department of Huntsville City Schools which assigns tutors to work with students at various times during the week. The school also has access to interpreters from the district, if needed. We address the academic challenges of our students through additional ACT Prep and Transition classes during our "Z" period, which is another hour of daily instruction for our students. Teachers engage in goal setting, test taking strategies, and subject area tutoring with these students to help them understand their test results and set goals for testing. Students can also receive tutoring help after school and Saturdays through our tutoring program.

5. Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

We have the ability to send home STAR score results in Spanish. We also have access to an interpreter, if needed. Our district has shared professional services that allow us to translate select documents into other languages.

6. What is the school's teacher turnover rate for this school year?
Jemison's teacher turnover rate is 22%.

7. What is the experience level of key teaching and learning personnel?
0-1 years- 24% 2 years- 34% 3 years- 16% 4 or more years- 26%

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)?

Teachers are given support through mentoring and coaching programs at Jemison for new teachers. Teachers also have the opportunity to meet with the school technology coach and curriculum coach. Common planning times for most teachers allows for department teams to meet, collaborate, and share ideas. Teachers are also provided support through RTI/PST meetings where they can also address concerns and suggest strategies for teachers working with students. The principal has a Principally Speaking Google Form that allows teachers to ask questions and make appointments to see her and discuss issues of concern. The principal incorporates opportunities for teachers to fellowship over food so that teachers can talk and other faculty and staff and create a shared bonding experience. The administration has developed processes so that teachers can receive assistance for behavior at any time during the day. Title I funding also provides for additional staff to help teachers inside the classroom.

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

Teachers use data from STAR, ACT, Pre-ACT, SIR, and Attendance to drive their instruction. Data indicates which areas need to the most attention. Teachers examine data most often during their professional learning community meetings, RTI/PST meetings, and departmental meetings. During these meetings teachers develop and discuss and collaborate on the strategies that will help to address the areas of concern. Teachers can also decided what professional development is needed based on the data to address the specific need for remediation.

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

Teachers will have training on the following areas throughout the school year: Content Area, Strategic Teaching Strategies, Power School, Schoology, Data Interpretation, Increasing the Rigor in the classroom, and Professional Learning Communities. Curriculum Specialists offer one-on-one coaching for teachers based on their specific needs. The district technology coach offers assistance to teachers in integrating technology into the classroom to help facilitate student engagement and learning. The district also offers professional development from district content area coaches in areas such as Advanced Placement, Classroom management, and reading and math instruction.

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

New teachers are assigned and paired with a mentor who works or has worked in the same academic area. The mentor meets with the mentee for no less than 2.5

hours per week. The mentor works closely with the mentee on the established routines and traditions of the school and equates them with the school-wide plan and other pertinent information needed to successfully navigate the school year. The mentor helps with instruction making sure that the mentee understands the specific content area information that must be covered and observing the classroom to provide ways to make lessons more engaging, if needed. New teachers also work with the Curriculum Specialist in the areas of instruction, classroom management, routines and procedures and strategic planning. Department teams also support during professional learning community meetings.

12. Describe how all professional development is “sustained and ongoing.” Professional Development is a continuous on-going process based on school data. It is provided throughout the year and will be evident in walk-throughs, professional learning community meetings, observations, and data driven discussions.

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

We provided orientation meetings during the summer before school opens so that parents and students are afforded the opportunity to meet with grade level administrators and teachers, receive tours of the school, and receive their schedules. Then, the students are divided into groups where they are given an opportunity to view their standardized test results with parents. At this time, parents can ask questions and ways that they can help their child grow are discussed. They also hear information about graduation requirements, attendance, discipline, and credits. Students are also given information about dual enrollment, college preparation, and career tech opportunities.

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, including those identified as Migrant, EL, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless have access to all services and programs available including free/reduced lunch, EL services, Special Education services, and counseling services. Jemison and Huntsville City Schools use

various community resources to provide students with necessary school supplies, food, clothing and shelter. 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. Limited English proficient students are identified upon enrollment. Each new student receives a Home Language Survey used to determine eligibility or 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. The registrar and office staff identify migrant students upon enrollment. Migrant students have access to all services and programs available to the rest of the students. Jemison provides special education services and uses appropriate procedures in accordance with federal and Alabama State Law's and Regulations. The school ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities with all other students.

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

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

The school evaluates the results of the data from the state's annual assessments and other indicators of academic achievement through our school professional learning community meeting and our school data meetings. Achievement goals are assessed using STAR data which gives teachers a breakdown of the Alabama standards that were not mastered in testing. The STAR test is given three times per year, so meetings are scheduled to align with that. Pre-ACT scores are handed out to Z-period teachers so that can determine areas of concern for students. After teachers meet with individual students during this period, they engage in goal-setting activities with students for the ACT test. Attendance date is monitored daily at the school level and monthly at the district level with 20-day reports. Discipline is evaluated regularly at the school level and yearly at the district level using the Student Incident Report (SIR) that is submitted to the Alabama State Department in June. In August of each year, the school's leadership team reviews the ACIP plan to discuss necessary changes. The faculty participates in several ACIP reviews throughout the year to evaluate the strategies and goals established in the ACIP. The program is also evaluated through parent/student surveys, leadership team meetings, informal and formal walk-throughs/observations and disaggregation of classroom performance data.

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

The school determines whether the schoolwide program has been effective by analyzing the standardized data from the previous year, data from assessments given throughout the year, school data such as (SIR) and attendance, and student grades to determine if improvement has been made. The school also uses this data to determine the school's strengths and weaknesses. The results are shared with stakeholders and a review

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?

Each year, the school reviews the academic, attendance, and discipline data from the previous year to identify areas of strength and areas of weakness. School goals are developed from this data and district goals set forth by the superintendent. The school administers a STAR test three times per year to determine the growth of our students. After each test administration, teachers meet with administration and the curriculum specialist to discuss whether the strategies and initiatives in the ACIP are addressing the specific needs of the students. The school also employs the use of walk-through/observation information which are regularly used to check the engagement of students and whether teachers are using research-based methods in their classroom. School-wide programs are adjusted as needed to based on this information.

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.

Jemison High School utilizes district, state, and Title I funding to achieve school-wide goals. State and district funding are used to fund teachers in the building. Title I funds are used to fund two teaching positions, two curriculum specialists, a graduation coach, intervention assistants, a behavioral specialist, and behavioral aides. Title I funds are also programs and materials in addition to what is provided by state and district funding.

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).

Jemison has been working closely with the director of Faith in Action Alabama who sponsored an event called Funpeace for Gun Violence Prevention. They recently held a district-wide event where students from Jemison came to speak about gun violence. Students in grades 9-12 have access to several career tech educational programs within our school which include Welding, Cybersecurity, Health Science, Advanced Manufacturing, and Robotics. This year, our school is also facilitating a pilot program for our seniors called Ready to Work. In this program, our school partners with state, local and community organizations to expose our students to employability skills, industry tours, and job interview preparation needed in the world of work. In addition, this class prepares students for the Work Keys Assessment. All students receive a free breakfast every morning in their classrooms and a free lunch every afternoon in the cafeteria. The following sources are used to fund the school-wide program at Jemison: EL funds, Title II, Title IV, Title I, and Stewart B. McKinney Homeless Grant.

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



Mae C. Jemison Parent and Family Engagement Plan



Mae C. Jemison Parent Compact English Version



Mae C. Jemison Parent Compact Spanish Version



Parent Advisory Committee

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 annual Title I meetings, which include explaining the 1% set-aside, will be held at various times throughout the year. All meetings will be convened by the Parent Coordinator and facilitated by the Curriculum Specialist and/or Principal who is there to answer any questions parents might have about the data, proficiency levels, forms, or academic assessments used to measure student progress. They will address any questions after the participants have viewed the district approved power point presentation, and they will answer questions about the schools participation in Title I requirements, the ACIP, the School's Right to Know, The School/Parent Compact, the 1% set-aside for parental and family engagement, the LEA Title I plan, and the Parent and Family Engagement Plan. The first meeting will take place in September. Parents and guardians will be invited to the meeting by an invitation sent home with their child. This invitation will include the meeting time, place and date. In addition, parents will also see an invitation on the school website, the marquee, newsletters, and school-casts.

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.

Title I Informational meetings are offered at various times during the week/school day in order to accommodate parents interested in attending. Our Parent Liaison/ School-Wide Representative works closely with administration to ensure that parents are invited to participate in monthly meetings and afforded the opportunity to offer suggestions to decisions made in the best interests of our students. As required, our annual Title I budget includes a minimum of 1% of our funds are dedicated and used for enhancing parental involvement.

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).

We have an on-going parent and family engagement process in place at our school. Jemison employs a part-time Parent and Family Engagement Coordinate to conduct meetings and workshops for parents and facilitate strategically, targeted assistance whenever possible to our parents and students. Jemison offers regular Title I meetings to solicit suggestions and participated in the decisions related to the

education of their children. Parents are asked to be a part of various committees that make decisions about school processes, budget and revising the School-Parent Compact. Parents are surveyed twice per year for feedback on school programming and stakeholder engagement.

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

The parent and family engagement coordinator will convene meetings at various times throughout the year to include morning and afternoon sessions for flexibility. The 1% set-aside will be used to provide necessary resources to conduct parent engagement activities. The parent advisory committee has a calendar of events to help further engage parents in the academic and social learning experiences at Jemison.

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))

The annual Title I meetings, which include explaining the 1% set-aside, will be held at various times throughout the year. Parents will receive meeting notifications through Schoology, social media posts, flyers, posters, robo calls, and emails in a language that parents can understand. All meetings will be convened by the Parent Coordinator and facilitated by the Curriculum Specialist and/or Principal who is there to answer any questions parents might have about the data, proficiency levels, forms, or academic assessments used to measure student progress. They will address any questions after the participants have viewed the district approved power point presentation, and they will answer questions about the schools participation in Title I requirements, the ACIP, the School's Right to Know, The School/Parent Compact, the 1% set-aside for parental and family engagement, the LEA Title I plan, and the Parent and Family Engagement Plan. The first meeting will take place in September. Parents and guardians will be invited to the meeting by an invitation sent home with their child. This invitation will include the meeting time, place and date. In addition, parents will also see an invitation on the school website, the marquee, newsletters, and school-casts.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-

Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The current parent-school compact was developed and updated through the collaboration of parents (feedback represented by our parent liaison), community stakeholders (other than current parents), the Title I Curriculum Specialist, school administrators and teachers. Our Parent-School Compact addresses the importance of sharing in the responsibility of educating the students of the Mae C. Jemison High School, and our school has a Parent-Advisory Committee who collaborates with school staff.

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

Parent and Family Engagement Coordinator will facilitate work sessions with parents to increase the level of transparency for parents about school-related issues. Monthly parent meetings provide opportunities for collaborative conversations between school personnel and parents/guardians. At these meetings, parents are given opportunities to discuss dissatisfaction and/or make suggestions for continually evolving our ACIP. This process is on-going and dependent on the establishment of positive parent-school relationships.

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 School-Parent Compact is signed by the principal, parent, teachers, and students to signify that everyone must be involved in a child's education for optimum outcome. We will gather information about community and student needs through our Parent and Family Engagement Coordinator, a variety of surveys, and parent meetings/community outreach activities and events. Parents are invited to month parent meetings, and activities such as the Back-to-School Parade, which will be held to engage all stakeholders. Teachers and school staff will encourage parents to come to the school throughout the year participate in school meetings such as PTSA and Open House. Parents will also be invited to the school to discuss specific

programs and needs. Meetings convened by the Parent Coordinator will be used as the primary platform for open discussions related to CCRS assessments, Title I requirements, responsibilities and opportunities for students, dealing with social issues, how to effectively provided support for homework, upcoming class assignments, and academic programs to help students who have fallen behind and help student to accel academically.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

We will enhance parent/school communication and relationships through a school-wide effort to effectively solicit and increase of parent support. Through the parent advisory committee and the employment of a parent coordinator, we will solicit parental feedback and suggestions in a variety of communicative ways including mail-outs, invitations to special events, etc. Teachers will discuss parental involvement early in the year during faculty meetings and ACIP reviews. Requirements for communicating with parents will be outlined and a system developed to ensure information is received by parents in a timely manner. The school will send home academic progress reports for parents and parents will have access to real-time information about their child's performance through Power School. Teachers will respond to parent inquiries and questions/concerns in an appropriate time frame and work with parents to identify solutions for problems arising at school or issues affecting students.

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.

Through the organization of our Parent Involvement Coordinator, we will address the needs and concerns of the parents in our community. Based on the information obtained through the inaction with parents, the Parent Coordinator will assist in the development of activities and events that specifically address ways in which parents can become more involved in their children's education. We will invite parents to the school to participate in activities designed to fully educate parents on the strength and weaknesses of the school and engage them in the programs the school is providing to address these needs.

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.

Information related to school and parent programs, meetings, and other activities is distributed to parents using multiple platforms. We utilize automated-calls to reach parents as well as texts or email for parents who have signed up to receive such announcements. We post information on the school marquee, provide electronic versions of information to post on the school website, and send home tangible copies of information for parents who prefer communication in more traditional ways. To address language barriers, the parent-school compact, parent surveys (both paper and electronic), the annual Parents-Right-to-Know letter, and other informational items are provided in both English and Spanish versions.

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.

Since information is sent out to parents in various ways (electronic, phone, mail) and in multiple languages, we attempt to encourage the highest level of parental involvement and engagement in school-related activities. We will partner with our stakeholders to better understand the needs of the families and community we serve and improve relationships between the school and the faculty and staff. We will offer informational and educational sessions throughout the year in response to activities requested by parents.

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))

Students will take home the initial Title I Parent Survey in the fall of the year. They are available in English and Spanish. A link to the electronic version will be sent out to parents through social media and the school's website. Results of student assessments, school-wide evaluations, safety, etc. will continue to be provided in various languages and through various formats in order to reach the largest number of parents possible and ensure parents feel welcome in our school. Materials and information sent home with students will be provided in the language spoken most frequently in each home (to the extent possible and at the response to parental request).

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.

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)
 Annual Evaluation of the LEA Parent and Family Engagement Policy	Outline of the strategies and activities used to engage parents and students in school.	•
 Jemison 2021-2022 Coordination of Resources		•
 Mae C. Jemison Parent and Family Engagement Plan	Parent and Family Engagement Plan	• 1
 Mae C. Jemison Parent Compact English Version	English version of the Parent Compact	• 1
 Mae C. Jemison Parent Compact Spanish Version	Spanish Version of the Parent Compact	• 1
 Parent Advisory Committee	Parent Advisory Committee	• 1
 Title I Parent Survey		•
 Title I Student Survey 2021-2022	Title I Student Survey 2021-2022	•
 Title I Teacher Survey 2021-2022	Title I Teacher Survey 2021-2022	•