



# Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Title 1 Schoolwide Diagnostic for ACIP 2023-2024

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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.*

## 2023-24 Title I Schoolwide Diagnostic for ACIP

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

#### 1. How was the comprehensive needs assessment conducted?

Data was gathered from ACT WorkKeys, AP, ACT, Pre-ACT, ACAP (8th grade-incoming freshmen), SIR data, and stakeholder surveys. After this data was gathered, the Instructional Leadership Team reviewed the data. The data was then shared with all stakeholders.

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

Fall administration of ACT WorkKeys, Class Of 2023, indicated that % scored a 4 or higher. ACT spring administration of the juniors, Class of 2024, indicated that the average score of each content area except English did not meet the benchmark; English (19.2), math (18.4), reading (19.4), and science (19.2) with a composite (19.2). On the fall, state administration of the PreACT, sophomores, Class of 2025 data indicated that the average score did not meet the benchmark in all 4 of the content areas; English (17.2) math (17.1), reading (18.2), science (18), composite (17.8). The spring administration of ACAP, 8th grade, incoming Class of 2027, indicated that most students were performing below proficiency level, English 50.5% not proficient, Math 77.8 not proficient, science 48.9% not proficient.

#### 3. What conclusions were drawn from the results?

The Class of 2024 met the benchmark in English only. However, they showed gains of 2 composite points in comparison to the Class of 2023, and improved 3 composite points from the PreACT to the ACT.

The Class of 2025 met the benchmark in English with 17.2 composite. They did not meet the benchmark in Math (17.1), Science (18), and Reading (18.2).

The Class of 2026 met the benchmark in English with 12.5. They did not meet the benchmark in Math (15.5), Science (16), and Reading (16.5).

in the Class of 2027, 49% of students are on grade level or above in English. In math, only 22% of students are performing on grade level. In science, 51% of students are on grade level or above.

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

After analyzing stakeholder data the overall perception from parents is that they feel welcome at our school, and that they understand their child's test scores and report cards. 63% reported that they attended a parent conference. Most of the school data was positive. The weakest area indicated that most parents did not attend after school academic focused activities.

Students indicated that the faculty has high expectations and they are provided opportunities to participate in activities that interest them. The weakest survey area indicated that students do not feel that teachers change their teaching to meet all students needs. Students also reported students do not respect the property of others.

91% of the teachers reported that they believe students are learning. 73% of teachers indicated they don't have enough time to complete responsibilities during the school day.

Student Achievement: Students are performing below benchmark on ACT assessments in all subject areas except English.

School Programs/Process: The AP Program continues to show improvement by increased enrollment and by the number of students that make a qualifying score. Students' pass rate increased to 22%. The Patient Care Tech program continues to excel with a 100% pass rate.

Demographic Data: 64.08% of students are on free and reduced lunch. 8% of students receive special education services. 27% of students are minority. All of these factors contribute to academic and social struggles.

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

FCHS CIP goals are based on data from the entire student population. Special recognition is placed on gaps that are evident on the Pre-ACT and the ACT. Trends are also identified in data to help pinpoint any special school population that is struggling. The school improvement plan and formative data are revisited regularly to ensure that student needs are met.

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

The FCHS goals are based on current and past data including formative and summative assessments such as the ACAP (incoming freshman), Pre-ACT, ACT, ACT WorkKeys and AP exams.

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

FCHS CIP goals are based on data from the entire student population. Special recognition is placed on gaps that are evident on all assessments. Trends in data are identified in data meetings to help pinpoint specific areas of focus. The leadership team meets with all students, teachers, and parents to review data. RTI meetings are held each 9 weeks to identify students that are in need of support. Fee waivers are available to free reduced lunch students taking ACT and AP exams.

## 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.

APLUS curriculum is offered for grades 9-12. Currently 6 AP courses are offered for students to take in grades 10-12. Advanced courses are offered for grades 9 and 10. Students have the opportunity to take dual enrollment courses through Beville State Community College. FCHS implemented a modified block schedule in order to maximize course offerings and to allow opportunities for RTI. Four career tech classes and programs are offered on the FCHS campus including: Health Science, Computer Science, HVAC, and Modern Manufacturing. Students also have the opportunity to enroll in career tech programs through our partnership with Beville State Community College including welding, office administration, child care, and industrial maintenance. ACCESS program offers students the opportunity to take additional classes that are not offered on campus. All foreign language classes are taken on ACCESS.

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 analyze formal and informal data daily from their classrooms to gauge students' understanding. Teachers also analyze the data from ACAP, PreACT, ACT, ACT Workkeys and AP exams to determine areas of improvement for all students. The leadership team analyzes test data from all sources to identify students at and below benchmark. These results are communicated with the teachers, students, and parents. Goals are set on non proficient standards and remediation is assigned and taught by teachers. End of the year teacher meetings are held with the principal to discuss if goals were met.

All students are provided additional support through IXL. Students are referred to RTI when they have a class average of 60 or below at the end of a nine-week grading period. At this time, the student is placed on Tier II of the RTI process for nine weeks and attends instruction through the 3B teacher for that specific core area. If the student is unsuccessful after Tier II strategies for the nine-week grading period, the student is then placed under Tier III of the RTI process for the following nine weeks. In Tier 3, the student receives intensive small group instruction in the 3B core classroom. If a student is still unsuccessful after the Tier III, the student is then referred for testing for possible special education eligibility. If the student fails a class, credit recovery is an option provided for students to earn credit and remain on track to graduate with their peers.

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.**

FCHS provides opportunities to reinforce academic skills beyond the regular school day. Teachers utilize Google Classroom so that students are able to access classroom assignments and materials at any time. Students also have access to Stride, IXL and ACT Online Prep (juniors) after school hours. AP Classroom is offered for all enrolled AP students. Upward Bound and Upward Bound Math and Science are programs that provide services for first generation college bound students who are on the path to attend and graduate from college. These programs offer after school tutoring sessions two days a week for two hours.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All eligible students are tested with the WIDA ACCESS Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, the ELL teacher and general education teacher meet to determine appropriate services and placement for each individual student. A variety of services are provided to all students receiving ELL services, such as content area tutoring, pull-out for individual support, and content-based ELL. An ELL teacher will provide services to all ELL students at Fayette County High School. The migrant

home liaison provides student tutoring and also serves as an interpreter to communicate with the parents ELL students. Parents are provided with the opportunity to receive important school documents in English and Spanish. If the student scores proficient on the WIDA ACCESS test, the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success. All parents and students are provided a questionnaire at the beginning of the year so as to help accommodate those in a homeless situation. At this point in time, FCHS is not the home to any migrant students. FCHS provides special education services and appropriate procedures in accordance with federal and Alabama State laws and regulations. The RTI Team, special education teachers, and special education coordinator track referrals and send notices to parents concerning eligibility meetings. An evaluation is conducted to determine if a student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine if a student is eligible for special education services. The IEP team develops the Individualized Education Plan based on results from the initial evaluation, parental concerns, academic, developmental, and functional needs of the student. To the maximum extent appropriate, special education students are educated with non-disabled peers. Special education classes will occur only when the severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. FCHS ensures that children with disabilities have access to the educational programs, services, and extracurricular activities that are available to non-disabled students. Administrators identify homeless students upon enrollment and provide necessary support. The school uses the Alabama State Department of Education and federal regulations and definitions to identify homeless students. FCHS may be contacted by DHR or a parent to inform the school of a homeless student. The counselor and administrators identify possible services. If further intervention is needed, the school will contact the Fayette County Board of Education. Homeless students have access to all services and programs available to other students at FCHS, Title 1 money, special education, At-Risk, Gifted, and ELL services. FCHS uses community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity. Neglected/delinquent students are identified when the school is contacted by one of the following sources: DHR, parents, and other concerned community members. The school counselor, administrators, and/or school nurse identify possible services for neglected/delinquent students. The school counselor monitors students' grades and absences and ensures that the neglected/delinquent students have access to additional services as well school supplies and clothing. School administrators work directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs available to other students at FCHS.

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.

Individual academic achievement reports will be translated for parents of English learners. School staff utilizes the SayHi app to communicate results with parents.



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

The 2021 turnover rate for FCHS was 21.8% percent ( 5.5 out of 25.21).

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

Faculty degree holdings are Doctorate-1, Masters - 15.5, Bachelors - 8. The staff includes 4 paraprofessionals and one ACCESS facilitator.

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)?

FCHS provides a teacher mentoring program for new teachers. There is a teacher evaluation cycle which involves instructional coaching for non-tenured teachers.

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

We use data from ACT, PreACT, ACT Workkeys, AP exams, PLPs, and teacher evaluation results in offering individualized teacher professional development.

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

Administration and teachers can attend training on PowerSchool, National Board Certification, Safety, A+ College Ready E3, AP, AMSTI / Science in Motion and various technology workshops. The school counselor attends workshops on transcripts, the Alabama counselors' conference, ESL training, and ACT. Paraprofessionals attend physical restraint training.

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.

If the school has any new teachers that school year, they are given an experienced mentor to whom they may ask questions and seek advice as needed. The mentor receives a small stipend for mentoring the new teacher. The mentor meets with the new teachers periodically to assess their needs, discuss problem areas such as professionalism, and set times for classroom observations to provide feedback. Times are scheduled for new teachers to observe other classrooms. Monthly documentation is kept between the mentor and the mentee.

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

The professional development at FCHS is sustained and ongoing. A+ College Ready E3, and AP training is provided each summer with a additional training in the Fall

and Spring. Throughout the year, 9th-12th grade teachers and are involved in the A+ program meet to discuss data, standards, and goals. In addition, district level vertical team meetings are held.

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 incoming freshmen are offered two orientations, one for general information and one for scheduling. The freshman have an opportunity to select their courses and diploma track. Freshmen also attend the Worlds of Work Career Expo hosted by Shelton State Community College. The seniors have the opportunity to attend multiple college fairs, College 101/FAFSA night, and participate in College Application Week. College recruiters come regularly on campus to talk to students. All seniors are given WorkKeys up to two times. Dual enrolled career technical students earn a short or long term certificate. Seniors register to vote as part of their United States Government course. In addition, students are given the opportunity to take the ASVAB test.

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)**

Students from economically disadvantaged families are enrolled in career tech courses at FCHS and dual enrollment career tech courses at Bevill St. Community College. Students from economically disadvantaged families have fees waived. FCHS is a handicap accessible school. ELL students have IPADs for translating purposes. Pregnant students are provided with healthcare plans from the school nurse and accommodated in the classroom.

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 leadership committee at FCHS conducts regular reviews and amendments to our CIP as needed throughout the school year. The plan is always available to the

public through our school's website. We encourage and appreciate feedback from our stakeholders to determine what improvements can benefit our school.

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?

Our leadership committee meets to analyze data from assessments such as the ACAP, Pre-ACT, ACT, and AP exams to determine progress in reaching our goals to increase proficiency in academics. We evaluate RTI data as well as student grades to determine our progress in meeting our goal to prepare every student to be college and career ready. New teachers are supported in order to address any areas of improvement.

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

The FCHS leadership committee meets throughout the year to review and revise the CIP plan. A mid-year review by the leadership team and the Board of Education determines if amendments are needed in our plan. A review is also conducted at the end of the year to determine the effectiveness of the plan.

#### 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 Fayette County Board of Education and FCHS have implemented the following programs APlus, AMSTI, ACCESS, Stride, IXL, Science in Motion, Career Technical, Upward Bound, Upward Bound Math and Science, Educational Talent Search, Blackboard, and School Status. These programs are vital components in the success of the CIP. The objectives of these programs will be met through the efforts of the Fayette County Board of Education, program coordinators, FCHS administration, faculty, staff, parents, and students. These programs aid in the acquisition and mastery of educational goals for every student at FCHS

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).

FCHS's Child Nutrition Program provides breakfast and lunch for all student every. All of our career technical programs also receive federal funding to enhance and supplement their programs. Career Tech participation is encouraged to sophomores through the MAP (Making a Plan) program through Beville State Community College. Guest speakers are implemented into the school day on bullying prevention and other topic throughout the year. A self-defense class is offered for all students. Red Ribbon Week activities focus on substance abuse prevention and bullying. Jamarie Terrell Williams Anti-Bullying policy is used for reporting any bullying incident. Students have individual conferences to identify career interest areas and are encouraged to apply for career technical scholarships through BSCC.

## 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.



- NO

- N/A

### **ATTACHMENTS**

#### **Attachment Name**

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ACIP Assurances-Signatures

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.



- 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.



- I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

- 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 meeting to inform parents is held during student orientation at the beginning of the school year. This meeting is advertised in the local paper, sent on a mass notification, posted on our website, social media and our school LED sign.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

The majority of our parent meetings take place in the evening to accommodate parents' work schedule. Annual meetings that take place are ACCESS, ACT and PACT test data review, AP Celebration, College 101/FAFSA night, and requested parent-teacher conferences as needed. Parents are invited to participate in our Title I end of the year meeting as well as our Leadership Committee. Some meetings are available through Zoom.

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).

At the beginning of each school year, parent representatives are included on the Title I Committee. Parents are asked for their input on the parent involvement policy, student compact, and expenditures of funds. Parents are invited to a mid-year and end-of-year review. A parent survey is posted annually on the school's website to gather feedback. At orientation, a presentation is given to outline the requirements of Title I schools and it is also available on the school website.

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

Parent involvement funds are primarily used for parent communication including, stamps, paper, envelopes.

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))

Student information packets are sent home on the first day of school every year. The Title I policy and compact, parents right to know, and school and district policies and procedures are all included in this packet. Upon request translated versions are available. Blackboard Parent Link, the school website, and social media are all utilized to inform parents of opportunities to participate.

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 school-parent compact contains all the information about how parents share in the responsibility for student academic achievement. The compact is reviewed and revised at the end of the year Title I parent meeting.

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

Parents are allowed to schedule conferences with the administration and instructional leadership team about the CIP. A link concerning the CIP is on the school website to allow for parent feedback.

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.

FCHS strives to build parental involvement in a variety of ways. We have parent workshops such as ACCESS, FAFSA, Tiger Night/Open House, student orientation, AP Celebration, Power School, and parent-teacher conferences. These workshops allow for parents to be trained on areas that can assist their child.

All students who indicate a language other than English on their Home Language Survey are tested with the WIDA Screener to determine if a student is eligible to receive services through the English Learner (EL) program. Parents or guardians



have the right to waive supplemental EL services. If the parents or guardians agree for the student to receive services, the EL Team and the general education teacher meet to determine appropriate accommodations for each individual student.

A variety of services are provided to all students receiving EL services, such as tutoring in the area of English acquisition, accommodations in the classroom, and accommodations on assessments as needed. An EL tutor will provide pull-out services to all EL students at Fayette County High School. Parents opt out of the EL tutoring services and are provided with the opportunity to receive important school documents in English and translated into their native language.

If the student scores proficient on the WIDA ACCESS test with a score of 4.8, the student becomes eligible to exit the EL program and will be monitored for four years to ensure success. All parents and students are provided a questionnaire at the beginning of the year so as to help accommodate those in a homeless situation.

FCHS provides special education services and appropriate procedures in accordance with federal and Alabama State laws and regulations. The RtI Team, special education teachers, and special education coordinator track referrals and send notices to parents concerning eligibility meetings. An evaluation is conducted to determine if a student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine if a student is eligible for special education services. The IEP team develops the Individualized Education Plan based on results from the initial evaluation, parental concerns, academic, developmental, and functional needs of the student. To the maximum extent appropriate, special education students are educated with non-disabled peers. Special education classes will occur only when the severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. FCHS ensures that children with disabilities have access to the educational programs, services, and extracurricular activities that are available to non-disabled students.

Administrators identify homeless students upon enrollment and provide necessary support. The school uses the Alabama State Department of Education and federal regulations and definitions to identify homeless students. FCHS may be contacted by DHR or a parent to inform the school of a homeless student. The counselor and administrators identify possible services. If further intervention is needed, the school will contact the Fayette County Board of Education. Homeless students have access to all services and programs available to other students at FCHS, Title 1 money, special education, At-Risk, Gifted, and ELL services. FCHS uses community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

Neglected/delinquent students are identified when the school is contacted by one of the following sources: DHR, parents, and other concerned community members. The school counselor, administrators, and/or school nurse identify possible services for neglected/delinquent students. The school counselor monitors students' grades and absences and ensures that the neglected/delinquent students have access to additional services as well school supplies and clothing. School administrators work directly with the courts to ensure parental cooperation concerning attendance for



delinquent students. Neglected/delinquent students are eligible for all services and programs available to other students at FCHS.

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.

Professionalism, specifically parent communication, is evaluated annually under the Educator Effectiveness Evaluation system used by the Fayette County administrators. Teachers contact parents for both positive and negative feedback in a timely manner. All other school staff is evaluated annually in their communications with parents. Teachers are encouraged to utilize School Status which documents any communication with parents. The mass notification system is used in communicating special events, deadlines and reminders to parents. FCHS uses social media such as Twitter, Instagram, and Facebook not only to communicate school news but to also celebrate student success. The local newspaper offers parents the opportunity to attend upcoming events and celebrates school and student success. Most teachers use Remind to communicate with parents. New teachers are connecting with mentors.

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.

Computers will be made available for parents on campus when requested. Parent workshops are available throughout the school year. Annual meetings that take place are financial aid workshop, ACCESS, and parent teacher conference day.

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.

Communication with parents takes place via mass notification system, personal phone calls, School Status, Remind, email, school website announcements, newspaper, radio, mail, school marquee, and social media.

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.

At parent request, teachers will have conferences before and after school as well as during their planning period. Parents are encouraged to participate at school events. Parental involvement nights are held throughout the school year on various academic topics.

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))

- All students who indicate a language other than English on their Home Language Survey are tested with the WIDA Screener to determine if a student is eligible to receive services through the English Learner (EL) program. Parents or guardians have the right to waive supplemental EL services. If the parents or guardians agree for the student to receive services, the EL Team and the general education teacher meet to determine appropriate accommodations for each individual student.

A variety of services are provided to all students receiving EL services, such as tutoring in the area of English acquisition, accommodations in the classroom, and accommodations on assessments as needed. An EL tutor will provide pull-out services to all EL students at Fayette County High School. Parents opt out of the EL tutoring services and are provided with the opportunity to receive important school documents in English and translated into their native language.

If the student scores proficient on the WIDA ACCESS test with a score of 4.8, the student becomes eligible to exit the EL program and will be monitored for four years to ensure success. All parents and students are provided a questionnaire at the beginning of the year so as to help accommodate those in a homeless situation.

FCHS provides special education services and appropriate procedures in accordance with federal and Alabama State laws and regulations. The RtI Team, special education teachers, and special education coordinator track referrals and send notices to parents concerning eligibility meetings. An evaluation is conducted to determine if a student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine if a student is eligible for special education services. The IEP team develops the Individualized Education Plan based on results from the initial evaluation, parental concerns, academic, developmental, and functional needs of the student. To the maximum extent appropriate, special education students are educated with non-disabled peers. Special education classes will occur only when the severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. FCHS ensures that children with disabilities have access to the educational programs, services, and extracurricular activities that are available to non-disabled students.

Administrators identify homeless students upon enrollment and provide necessary support. The school uses the Alabama State Department of Education and federal regulations and definitions to identify homeless students. FCHS may be contacted by DHR or a parent to inform the school of a homeless student. The counselor and administrators identify possible services. If further intervention is needed, the school will contact the Fayette

County Board of Education. Homeless students have access to all services and programs available to other students at FCHS, Title 1 money, special education, At-Risk, Gifted, and ELL services. FCHS uses community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

Neglected/delinquent students are identified when the school is contacted by one of the following sources: DHR, parents, and other concerned community members. The school counselor, administrators, and/or school nurse identify possible services for neglected/delinquent students. The school counselor monitors students' grades and absences and ensures that the neglected/delinquent students have access to additional services as well school supplies and clothing. School administrators work directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs available to other students at FCHS.

## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

**No**

### **ATTACHMENTS**

#### **Attachment Name**

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FCHS Coordination of Resources

## eProve™ strategies: Goals & Plans

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

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- NO

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP 2023-2024		<ul style="list-style-type: none"> <li>•</li> </ul>
 ACIP Assurances		<ul style="list-style-type: none"> <li>•</li> </ul>
 ACIP Assurances-Signatures		<ul style="list-style-type: none"> <li>• 1</li> </ul>
 FCHS Coordination of Resources		<ul style="list-style-type: none"> <li>•</li> </ul>
 Parent Involvement Compact 2023-2024		<ul style="list-style-type: none"> <li>•</li> </ul>
 Parent Involvement Policy 2023-2024		<ul style="list-style-type: none"> <li>•</li> </ul>