



Title 1 Schoolwide Diagnostic for ACIP: 2024-2025\_09232024\_09:28

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

**George Washington Carver Elementary School**  
**Norman J. Williams, Jr.**  
303 Union Springs Rd  
Tuskegee, Alabama, 36083  
United States of America

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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.*

## 2024-2025 Title I Schoolwide Diagnostic for ACIP

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

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

The faculty and staff at George Washington Carver Elementary School held meetings to examine and analyze data. They used the information gathered during these meetings to complete a comprehensive needs assessment. The data reviewed included formative and summative assessments, student and teacher attendance, and surveys from parents, teachers, and students. Additionally, the leadership team meets bi-weekly or monthly to discuss the strategic plans and the framework for learning and development.

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

Based on the Alabama Comprehensive Assessment Program (ACAP) results, it was discovered that most students did not meet the Alabama Course of Study Standards. Second-grade data revealed that out of the 84 students tested for English Language Arts (ELA), only 34% were proficient while 24% showed deficits. For third grade, 45% of the 88 students tested were proficient in ELA and 14% showed deficits. Similarly, in Mathematics, only 26% of the second graders were proficient while 43% showed deficits. For third grade, only 13% of the students tested were proficient in Mathematics and 43% showed deficits. This data was disaggregated from ACAP Reading and Mathematics.

Throughout the academic year, the iReady Diagnostic Assessment was administered three times. The spring assessment data revealed that 76 students in Kindergarten were tested in English Language Arts (ELA). Of these, 72% performed on and/or above grade level, while 28% tested one grade level below. In the first grade, 76 students were tested with 41% performing at or above grade level, 58% testing one grade level below, and 1% testing two grade levels below. Within the second grade, 72 students were tested with 42% performing at or above grade level, 37% testing one grade level below, and 20% testing two grade levels below. Finally, the third-grade assessment revealed that 83 students were tested, with 40% performing at or above grade level, 32% testing one grade level below, 21% testing two grade levels below, and 7% testing three or more grade levels below.

After analyzing the Math iReady Data, it was found that 79 students were tested and 47% of Kindergarteners tested on or above grade level while 52% tested one grade level below. In First grade 76 students were tested, only 20% tested on or above grade level, whereas 72% tested one grade level below, and 7% tested two grade levels below. Second grade, 72 students were tested, 25% of students testing on or above grade level, while 51% tested one grade level below, 24% tested two grade

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levels below. Third grade, 83 students were tested, 16% of students testing on or above grade level, while 57% tested one grade level below, 17% tested two grade levels below and 11% tested three grade levels or more below grade level.

After analyzing the attendance records for the 2023–2024 academic year, it was found that out of the 393 students, 46 students (11.70% of the total student population) had 18 or more absences. To address this issue, the Macon County Attendance Policy was followed and the students were closely monitored throughout the year. The Multi-Tiered System of Support (MTSS) at the school held meetings with the parents/guardians, district-level personnel, and the Macon County Truancy Court to find a solution.

Based on the results of the Title I Parent Survey, all teachers in the school display interest and cooperation when I address my child's academic performance or other concerns. Furthermore, 94% of the parents can readily communicate with their child's classroom teacher. Additionally, 88% of parents prefer text messages as their preferred method of receiving information regarding their child's school activities.

According to the School Improvement Monitoring and Processes survey, teachers feel that the instructional strategies, learning activities, instructional functions, and assessment functions are all driven by data and align with the goals and expectations of student learning. However, the survey showed that professional development programs were ranked the lowest among all domains. Based on the data, four teachers felt that the school's professional development programs needed improvement in order to focus on the goals for improvement.

At George Washington Carver, the students were asked to describe what learning looks like in their classes and choose four phrases that best represent it. The results indicate that 86% of them complete worksheets, 62% listen to their teachers, 54% explore new things, and 45% do the same work as everyone else and solve problems. These activities received the highest scores, in the lowest-ranking domain.

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

Based on our review of ACAP and i-Ready data, we have determined that teachers will continue to focus on core subjects following the Alabama Course of Study. Students will use i-Ready Pathways and DRC to work towards increasing their scale scores in i-Ready and ACAP. We will create a Student Reading Improvement Plan (SRIP) for each student to guide the Multi-Tiered System of Support (MTSS) process. Third-grade students who score in Level 2 or below, second-grade students who scored in Level 1, and first-grade students who scored in Sounds Sensible will receive Tier 3 intervention using SPIRE. Additionally, students will participate in the STAR program to monitor their reading fluency and comprehension.

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Our data showed that we need to involve more stakeholders in our efforts to increase student attendance. To encourage regular attendance, George Washington Carver Elementary will offer incentives. We have also put in place more processes to notify parents when their child is tardy or absent. We have created a QR Code via Google Forms for parents to provide timely excuses and upload documentation. Additionally, the district will combat attendance this upcoming via AURORA platform.

We will continue to keep parents informed and involved in school activities through Class Dojo, Social Media pages, webpage School School Cast, and parent-teacher conferences, based on the results of the parent survey. We also noticed the need to engage our teachers more in data analysis activities to lead to higher student engagement and more rigorous lessons. The results of the student survey indicated that students desire more engaging and differentiated learning activities. We found the need to implement more effective Professional Learning Communities (PLCs) based on the data. Some teachers felt that our professional development programs needed improvement to focus on the goals for improvement.

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

After reviewing our data sources, we realized the importance of examining all of our processes, initiatives, programs, and assessments to ensure that they provide systematic and sustainable improvements. Our process data highlighted the need to develop, implement, and monitor a school-wide/system-wide instructional framework to ensure that our students receive rigorous, differentiated, and personalized learning opportunities.

To meet this goal, the school provides individualized instruction to the entire student body and special recognition to disadvantaged children. The school offers a range of interventions, including small group instruction, individualized counseling, after-school programs, and goal-setting between teachers and students. Additionally, the school utilizes MTSS and Title Funding to support the success of our students.

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

Our primary goals align with students' fundamental needs, as identified through data analysis, progress monitoring, intervention, and MTSS processes. Surveys indicate that our stakeholders are satisfied with the school's performance.

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Nevertheless, we acknowledge the significance of assessing the programs and strategies utilized in our daily instruction. We offer purposeful, data-driven instruction that centers on the Alabama State Standards to address each student's needs.

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

The school's goals are determined based on the information collected from various assessments, including ACAP (for grades 2-3) and iReady Assessments (for grades K-3), high-frequency words, STAR, and attendance records of both students and teachers. We aim to ensure that every student performs at or above the level expected in the 2024-2025 academic year. We will continue to analyze and disaggregate the data throughout the year to ensure that we provide instruction that caters to the individual needs of each student.

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

To ensure that the needs of the entire school population are met and that special recognition is given to disadvantaged children, the school provides individualized instruction tailored to each student's learning style, pace, and needs. In addition to personalized academic support, the school offers targeted socio-emotional counseling to address the unique challenges disadvantaged children face. After-school programs are designed to provide extra help with homework and academic enrichment activities. Furthermore, goal-setting sessions between teachers and students involve creating personalized academic and personal development plans, considering each student's individual circumstances. Moreover, the school leverages the Multi-Tiered System of Support (MTSS) to provide a framework for integrating academic and behavioral instruction and intervention. In addition to academic resources, students can access holistic support, such as essential needs.

Component 2: Schoolwide Reform Strategies (Sec. 1114 (7)(A)(i)(ii)(iii)(I)(II)(III)(IV)(V))

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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.

George Washington Carver Elementary School is implementing evidence-based instructional strategies to enhance its academic program. For the 2024-2025 academic year, the school utilizes Open Court and Ready Math as the core academic programs. The Reading Interventionists use the Orton-Gillingham's multisensory approach to learning through SPIRE for intervention. These programs are incorporated with various instructional strategies such as classroom centers, graphic organizers, vocabulary building, manipulatives, technology, and collaborative learning. The school also utilizes STAR Math and iReady Math to address students' mathematical abilities. Additionally, supplementary programs, including STAR Early Literacy (K-1), STAR Reading(2-3), Accelerated Reader(1-3), myOn Reader (2-3), myOn News(2-3), AMSTI, CampSTEAM, Operation Acceleration, Gifted Services, ESL, Teacher-Library Media, Interventionist, ARI Coach, and Math Coach, are utilized to enhance the quality of the core programs.

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.)

At George Washington Carver Elementary School, the faculty and staff make use of various evidence-based resources to cater to the needs of every student. All students receive differentiated instruction in their classrooms. Those who are deemed at-risk are given tiered instruction from their classroom teacher, as well as



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intervention teachers. For students who fail to meet state academic standards, they receive instructional support through small group sessions, tiered instruction, and intervention. To comply with the Alabama Literacy ACT, progress monitoring measures have been adopted. An informal assessment is administered to every scholar during the first week of school. The school leadership team analyzes the results to identify proficient and non-proficient scholars. Within a 30-day window, parents will be notified, and students will receive a Student Reading Improvement Plan (SRIP).

At George Washington Carver Elementary School, we are committed to providing all students with opportunities to explore various careers. This is achieved through visits to our district's Career Technical Education (CTE) Center, participation in our school career fair, and engagement with the Kuder Galaxy online program (Career Awareness System). Our school counselor also introduces students to a range of important programs, including Drug-Free Week, Anti-Bullying, Fire Safety and Prevention, Mental Health Support (Rhithm), and Peer Helper. Additionally, our students benefit from ten-minute daily character education moments delivered by our school administration, faculty-staff, and scholars via Cubby News.

To address behavioral support needs, the principal, assistant principal, counselor, and other faculty play vital roles in providing strategies to help meet student needs. In addition, the school has developed a Positive Behavior Intervention and Support (PBIS) plan themed "It's the Carver Way!" to improve student behavior.

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.**

At George Washington Carver Elementary School, students who need academic support and reinforcement can take advantage of excellent opportunities. The school offers programs like Camp STEAM (After-School), which runs five days a week, as well as GWC Tutorial Services. These programs are designed to give children a safe place after school. They also provide support by reinforcing critical reading and math standards. After students finish their homework and have a nutritious snack, they receive instruction tailored to their needs. For math, they take part in various technological activities such as iReady Path and Xtra Math.

Selected students were chosen for GWC Tutorial Services based on their reading and math ACAP practice test data, which indicated areas where they needed assistance. Each student also received links for home access to online resources beyond the core subjects

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.

At George Washington Carver Elementary School, we strive to help all students overcome academic and behavioral challenges. To achieve this goal, we use various data to identify students needing assistance and provide timely support. Additionally, we hold regular parent and family engagement meetings/events to offer school-wide support and allow all families to participate in an annual survey. Our English learners receive dedicated support from a specialized teacher.

We follow the state's guidelines for Special Education Services. Our official policy is that no student will be denied access to any educational programs or services based on their race, sex, national origin, religion, creed, age, color, handicap, limited English proficiency, or disadvantaged condition. We ensure that homeless children and limited English-speaking students have equal access to the same free public education as other children under the "Every Student Succeeds Act" and the McKinney-Vento Homeless Assistance Act. We do not deny enrollment to homeless, migrant, or limited English-speaking individuals due to lack of documentation such as a birth certificate, school records, immunization certificate, proof of residency, or guardianship.

At George Washington Carver Elementary School, our approach to serving students is guided by respect, sensitivity, and reasonable limits. We offer a range of strategies and support, including parenting education, mentoring, homework assistance, supplemental instructions, and referrals to medical, dental, counseling, housing, food pantries, and clothing closets. However, our support doesn't end there. We also collaborate with Pre-K/Head Start programs and provide support for Individualized Education Plans (IEP), Behavior Intervention Plans (BIP), and 504 Plans. This collaborative approach ensures that our students receive comprehensive support from both the school and the wider community, making them feel supported and connected.

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.

At George Washington Carver Elementary School, we offer academic achievement results to the parents of English Learners in their preferred language. All documents are translated and aligned with the language choice indicated on the Home Language Surveys.

To ensure that everyone involved in a child's education is informed about their academic progress, our school provides timely and transparent results, regardless of the language spoken. We offer various methods for accurately conveying this

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information to parents and ensuring that they understand it fully. For instance, we send notifications in the parent's preferred language about upcoming assessments, whether in the classroom or at the state level. Parents can select their home language to receive school-wide messages on the school's communicator, Class-Dojo. This helps parents understand what their child will be studying and the objectives of the lesson. By creating a rapport between home and school, we can help students succeed. Since English proficiency varies among our English Learners' parents, we offer the option of a translator and EL instructor present during meetings.

By offering this option, parents can freely share their concerns about their child's academic progress. This helps them better understand their child's achievements and the plan of action that will be implemented to enhance their performance. The testing platforms used by George Washington Carver provide data in native languages, which can be printed in graphs to help explain the results. These resources make it easier for parents to understand the student's performance..

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

The school has retained the majority of its faculty and staff, except for the two (2) foundational units. One (1) was non-renewed, and One (1) decided to leave the teaching profession.

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

The experience level for the teachers at George Washington Carver Elementary School ranges from 0-30 years.

Bachelor of Science Degree: eight (8); Master's Degree: twenty-three (23); Education Specialist Degree: three (3); and one (1) Doctoral Degree.

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)?

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The school district's decision on teacher transfers/non-renewals indicates that the turnover rate for the school year is expected to be moderate. As a school, we support the district-wide mentoring program called "SUCCEED." Moreover, by highlighting Teacher of the Month in our Cubby News, we aim to show appreciation for the hard work and dedication of our exceptional faculty and staff members. To further prioritize the well-being of our teachers, we offer a calming room to provide teachers with a safe space to support their mental well-being. Our administration consistently provides support for our teachers to ensure they are fully equipped to teach our scholars.

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

The administration and academic coaches have meetings with teachers to discuss student data. The data is analyzed to create a needs assessment for teachers. This need assessment helps identify the areas where professional development is needed. To create professional learning plans for teachers, they use disaggregated data from sources like ACAP, iReady, Open Court, attendance for both students and teachers, and the Alabama Teacher Observation Tool (ATOT).

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

The faculty and staff at George Washington Carver Elementary School have numerous opportunities for professional development. They can attend workshops, seminars, and conferences at the local, state, and national levels. Collaborative learning with other professionals and webinars are also available. Additionally, teachers receive guidance from the ARI Coach, OMI Coach, and the district's Curriculum Department.

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.

The district provides a teacher mentoring program called SUCCEED, aimed at helping new and novice teachers. Monthly sessions are held to provide support, guidance, and advice to assist in the development of teaching skills. New teachers

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are assigned a mentor teacher and grade-level chairs offer extra support. Furthermore, the school's math and reading specialists provide coaching support to all faculty members in these subjects.

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

At George Washington Carver Elementary, we value the growth and development of our faculty and staff. Throughout the school year, we offer professional development opportunities that are tailored to the needs of our teachers. We conduct regular needs assessments to identify areas where our educators could benefit from additional training. Our ultimate goal is to equip all faculty and staff with the knowledge and skills needed to provide personalized instruction to our scholars.

To ensure that professional development remains a priority, we set long-term goals and implement a variety of strategies. The district provides a schedule of professional development opportunities for the school year, and our school also offers additional training based on the specific needs of our staff. Our Reading and Math Coaches even offer side-by-side teaching to help our educators effectively implement new strategies in the classroom.

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.

All students moving from Head Start or home to Pre-K and Kindergarten receive an orientation. This helps them familiarize themselves with the school's policies and procedures and introduces them to the faculty and staff. Additionally, our GWC Third graders visit Tuskegee Public School for an orientation to prepare for fourth grade.

14. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster

children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

**(N/A for Elementary Schools)**

N/A

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

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

George Washington Carver Elementary School utilizes assessments, such as ACAP, iReady, STAR, and SPIRE Intervention, to evaluate the school-wide programs' data results. The disaggregated results from these assessments are used to support student growth and achievement. Attendance reports for both students and teachers are reviewed to ensure everyone is present to achieve academic success. Additionally, student behavior reports are examined to provide behavior support for academic success. Based on the evaluation of all the data, the lessons can be adapted to meet the individual needs of each student.

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?

At George Washington Carver Elementary School, we evaluate the success of our school-wide program by analyzing student data to measure their growth and academic achievements. At the start of each school year, we set goals that are connected to priority needs and based on data assessments. Our faculty then provides customized instruction and intervention strategies to help close the achievement gap and ensure all students reach their full potential.

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?

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At George Washington Carver Elementary School, we have a process in place to ensure that we meet the needs of our students. This includes: analyzing a needs assessment, collaborating to evaluate the effectiveness of strategies, holding grade-level and data meetings, progress monitoring with tools like ACAP, iReady, and STAR Platforms, ACAP Practice Assessments, receiving reading and math coaching, and having access to a reading interventionist. We regularly evaluate our plan and make revisions based on the overall needs of the school.

#### Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V)(B))

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.

Alabama offers financial support for both teaching and administrative units. The Title I program, which is federally funded, provides additional financial aid to complement the state and local funds. The district and school also contribute to local funding. The funds from these sources are primarily allocated towards supporting teacher units and purchasing supplemental programs, resource materials and supplies that are vital for the successful implementation of our school-wide plan.

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).

Our organization works to align and fuse various federal, state, and local services to aid in the accomplishment of school-wide objectives in the subsequent areas:

- School Nutrition Program (providing free breakfast and lunch meals during the regular day as well as snacks for after school)
- McKinney-Vento Homeless Program -21st Century Learning Community Center
- After School Programs (Camp STEAM) and GWC Tutorial Program

- HIPPY Program
- OSR Pre-K
  - PBIS



## 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



ACIP Committee



Parent Committee



Strategy Map

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% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

George Washington Carver Elementary School hosts an annual meeting for Title 1 parents in September. The District's Federal Programs Director conducted the meeting explaining the requirements of the Every Student Succeeds Act of 2015 and providing information about our school's participation in Title I. The director provided information to parents explaining they have the right to learn about teacher qualifications, the School-Parent Compact, the LEA Parental Involvement Plan, the Title I Plan, and the 1% Title I allocation. We also have specific discussions about the Alabama Continuous Improvement Plan and its relation to the school. Parents are asked to complete a Google Form survey to determine how they wish to allocate the 1% Set Aside.

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.

At George Washington Carver Elementary School, parents have numerous opportunities to engage with the school community. At the start of each academic year, the school hosts an open house with flexible hours to accommodate parents' schedules. Additionally, the school organizes morning and evening events, including Dancing with the Scholars, Grandparent's Day, Pastries for Parents, Bring your Parent to Physical Education Week, Literacy and Numeracy Night, parent conference days, and monthly PTA meetings. Teachers offer MTSS meetings with parents, and they can choose between virtual or in-person sessions. Digital Dialogues are also held to keep parents abreast of local, state, and national educational mandates.

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).

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George Washington Carver Elementary School, we value parental involvement in enhancing the Title I Program. To achieve this, we have established a Parental Engagement Committee that works closely with the Title I staff. Together, the committee develops a Parental Engagement Plan that forms part of our ACIP. We welcome comments and suggestions from parents as we work towards our goal of ensuring their active participation. The committee is responsible for keeping parents informed and engaged throughout the planning and review process. We periodically send out surveys to obtain feedback from parents. Based on this feedback, we adjust our ideas and strategies to better meet their needs. We are committed to ensuring that parents are continuously involved in the planning and review of the Title I program opportunities for involvement in decision-making).

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

The parental funds will be used to purchase various items for a dedicated parenting room serving the entire school community. This room will provide a supportive space for parents to gather, receive information, and engage in activities that promote family involvement in the school. The purchased items may include educational materials, parent workshop resources, and family event supplies.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

- At George Washington Carver, we offer information in various formats such as PowerSchool, ClassDojo, school calendar, class newsletters, school messenger, Facebook, YouTube, and a welcome station located in the foyer. We also provide printed materials and publications in the student's preferred language upon request. Assessment results and report cards can also be translated into the home preferred language. In case parents need help interpreting the assessment results, our EL teacher is available to assist.

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

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

The school-parent compact form is provided to schools by the Federal Programs Director. This form serves as a binding agreement among all parties involved during parent-teacher conferences at the school level. Parents are provided with an explanation of the form and asked to sign it, indicating their commitment to working in partnership with the school and their child to ensure their success in school. The compact forms are discussed with teachers during faculty meetings, and each teacher is responsible for explaining the form to their students and obtaining their signatures. The completed forms are signed by the teachers and kept in the classroom to be available during parent-teacher and/or student-teacher conferences. All parties involved, including the parent, student, teacher, and principal, are held accountable by the signed agreement.

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

The school's leadership team consists of parents, teachers and students. Everyone has the opportunity to provide their input on any suggestions or revisions to the plan at any time. They may do so by submitting their concerns in writing to the leadership team or the district office. The plan can be accessed from multiple locations within the school, including the main office (where the secretary, principal, and counselor are located), the welcome station, the George Washington Carver Elementary School's website, the media center, and each classroom.

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.

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Our school values parental involvement and offers ongoing professional development for faculty and staff to improve this aspect. Teachers are encouraged to attend school events and provide in-person or virtual meetings to keep communication open between parents and the school. Stakeholders are also welcome to visit throughout the year.

In the first week of school, parents are encouraged to help their child transition smoothly. They have access to PowerSchool and teacher web pages to stay informed about their child's grades and expectations. Materials are provided for parents to assist their child. Our school also offers various opportunities for involvement beyond regular school hours, such as the after-school program and Literacy and Numeracy Nights.

We use different methods to keep parents informed about the technology we use to foster parental involvement. These methods include school messenger, teacher web pages, districtwide/school websites ClassDojo, Facebook, and YouTube channels.

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.

At George Washington Carver Elementary School, we are dedicated to informing parents and stakeholders about our goals and activities. To achieve this, we will regularly share literature and materials through platforms such as ClassDojo and various social media channels. Open communication and transparency are essential for building a strong school community, and we are committed to providing regular updates and valuable resources to keep everyone connected and engaged.

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.

At George Washington Carver Elementary, we believe that parental involvement is crucial to the academic success of our students. To this end, our school district provides a HIPPY Program that offers a school readiness program to help parents prepare their preschoolers for academic success. We also host a range of parental involvement programs, including Literacy Act Digital Dialogue, Literacy and Numeracy Nights, PTA meetings, and Parent MTSS meetings. Our aim is to encourage parents to actively support their child's educational journey. Going forward, we will continue to coordinate with the district personnel to provide even more parental support.

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

At George Washington Carver Elementary School, we are committed to providing effective communication to all our students and their families. Our communication services are offered in the language indicated on the Home Language Survey to ensure that language barriers do not hinder the flow of important information. In cases where translation or assistance is required, our dedicated English Language (EL) instructor is available to provide the necessary support. We believe that clear

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and accessible communication is essential for fostering a strong school-home partnership and ensuring the academic success of all our students.

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 George Washington Carver Elementary School, we actively promote the involvement of parents in their child's education. We understand the importance of collaboration between parents and the school in supporting the holistic development of our students. To achieve this, we regularly conduct surveys to gather feedback and insights from parents about their child's educational experience. Additionally, we provide resources and support to address the diverse needs of the whole child, encompassing academic, social, emotional, and physical development. We believe that by working together with parents, we can create a nurturing and enriching environment that fosters the growth and success of every student.

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))

Parents or guardians who have limited English proficiency or learning disabilities have the right to request information from the school in a format that is accessible to them. This could include translated documents or materials in alternative formats such as audio or large print. It's important to ensure that all members of



the school community can access important information. Additionally, as of the current time, there are no migratory students enrolled at the school.

## Coordination of Resources - Comprehensive Budget

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

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

● I have completed and uploaded the Coordination of Resources - Comprehensive Budget.

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

### **ATTACHMENTS**

#### **Attachment Name**

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FY 2024-2025 GWC Coordination of Resources



Salaries \$ Benefits GWC FY 24-25














## **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)
 ACIP Committee		• 1
 Elementary School Student Survey		•
 Elementary Student Engagement Survey		•
 FY 2024-2025 GWC Coordination of Resources		•
 GWC ACAP Summative Report		•
 Parent Committee	Names and signatures of the FY 24-25 Parent Committee	• 1
 Parent Survey		•
 Salaries & Benefits GWC FY 24-25		•
 School Improvement Monitoring (Teachers)		•
 Spring 2024 iReady ELA Results		•
 Spring 2024 iReady Math Results		•
 Strategy Map		• 1
 Student Data Report		•