



Title 1 Schoolwide Diagnostic for ACIP: 2024-2025\_11272024\_09:27

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

**Floretta P. Carson Visual and Performing Arts Academy**

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Table of Contents

Instructions	3
2024-2025 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	13
Parent and Family Engagement	14
Coordination of Resources - Comprehensive Budget	20
eProve™ strategies: Goals & Plans	21
Attachment Summary	22

## 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 comprehensive needs assessment was conducted using assessment data, classroom data, behavior data, survey data. In addition, the ACIP team examined AIMS Web data, enrollment numbers, attendance, student attendance, and certification data. Assessment data from IXL Diagnostics and benchmark assessments were analyzed to determine students' strengths and areas of improvement. Classroom data, including curriculum and course offerings were examined to determine needs for the school year. All stakeholders, including faculty, staff, parents, and community members participated in surveys. Behavior data from referrals and behavior Response-to-Intervention were considered. The results were analyzed to determine school-wide strengths and areas of need. Teachers were consulted as goals and action steps were developed, submitted, and utilized as a data source. Progress will be monitored throughout the year using various assessments. The results of progress monitoring will be used by teachers, grade levels, and faculty to make adjustments to ensure student success by the end of the 2024-2025 school year.

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

As part of our comprehensive needs assessment, all students (middle and high school) completed an IXL diagnostic, ACAP Practice, and ACT Practice benchmark assessments to determine growth and areas of improvement. Compared to students' diagnostic assessment and the first benchmark assessment given in the Fall of 2024, the data revealed that students showed tremendous growth in areas of Science. Further, the data showed that our 10th and 11th grade students' proficiency in areas of Math and Reading on the ACT practice-based assessments increased. However, the data from the IXL and ACAP benchmark practice assessments showed a need to increase our middle schooler's proficiency in areas of Math and Reading.

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

Based on our recent benchmark assessment data, we will continue working towards the goal of ensuring all students meet the set proficiency levels. We have also created an improvement plan to increase our students' results to be prepared for all areas of the ACAP Summative and Official ACT test. To close any gaps, we will continue to provide our teachers with ongoing support (walkthrough-observation-feedback cycle) and research-based professional development opportunities. We will also continue to provide our educators with training in areas of Math and Reading, as well as opportunities for cross-curricular teaching to close any gaps at a

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faster pace. We will also continue to provide our students with data-driven intervention time during each week to work on areas of improvement.

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

As a result of analyzing perception, student achievement, school programs/ processes, and demographic data, we will focus on increasing the proficiency rate among all of our student populations (both middle and high school) as indicated by student diagnostic and benchmark assessments given during the Fall of 2024. To ensure that students achieve at high levels, we will continue to evaluate our pacing guides and curriculum and ensure that all teachers participate in research-based professional development opportunities to improve classroom instruction and interventions.

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

Initiatives were established in our school's strategic plan based on our year 1 goals and data from the needs assessment. Teams prioritized each initiative and assigned particularly administrative personnel, staff, and stakeholders to ensure that each initiative is met and prioritized. The goals set for this year in our school's strategic plan are foundational to our success this school year and in the future.

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

All goals are based upon multiple sources of data such as test scores and surveys that have been analyzed and compared to identify areas of strength and weakness. Data analyzed included IXL, benchmark assessments, and culture and climate surveys.

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

School-wide goals were created to address the academic needs all students, including students who are disadvantaged. Special recognition for children who are disadvantaged is addressed through our school's Response to Intervention process and/ or our counseling program. Our school's RtI team assesses data monthly to determine students who are in need of additional support and intervention. Through our school's robust intervention program, we are able to provide students with weekly small group intervention to meet their individual needs. In addition, our school counselor provides students with social-emotional support.

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

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.

Floretta P. Carson Visual and Performing Arts Academy uses a variety of instructional strategies and methods to improve and enhance the academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and to meet students' individual learning needs. At FPC, we use the following programs and resources to meet student's learning needs: Illustrative Mathematics, Study Sync for ELA, and StemScopes for Science. AMSTI and StemScopes kits are used for Science instruction. Our intervention schedule allows time to accommodate and meet the needs of students in all tiers of instruction.

2. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include**—

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Students who are in need of additional support are given assistance throughout the school day, in particular during our daily intervention classes and Friday Intervention day. The school's guidance counselor is able to support students during their educational journey. Students are offered an opportunity to participate in various activities to foster relationships and provide mentoring opportunities. A school-wide tiered model exists to address academic and behavior concerns. Students in grades 10-12 have the opportunity to enroll in dual enrollment courses

through Bishop State Community College. In addition, we offer our students various AP level courses to receive college credit during their secondary school years.

Floretta P. Carson Visual and Performing Arts Academy is also participating in the Peer Helpers PLUS program which uses peer-to-peer support and provides students with a multi-tiered support system. The Peer Helpers PLUS program provides a social-emotional learning curriculum that is embedded into teacher's daily lessons.

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.**

During our Summer Academic Academy and January Early Intervention Program, students are provided with maximum instructional time to close any academic gaps and provide students with the additional support needed to excel. The January Early Intervention Program is offered to students in grades 6-12. Students who are flagged for possible failure of one or more academic at the end of first semester are required to attend the two-week long January Early Intervention Program, which consists of two consecutive weeks of one-on-one instruction or tutoring in areas that students need more assistance. The January Early Intervention Program provides students with intensive supports needed to prevent possible retention. Educators analyze data from interim and formative assessments to determine specific areas of improvement and supports needed for each student flagged for possible failure. Irrespective of the January Early Intervention Program, a student who does not receive a cumulative passing grade in one of more core academic (Math, Science, English, and Social Studies) courses at the end of fourth quarter is required to attend the FPC intervention component of the Summer Academic Academy. In addition, to our Summer Academic Academy and January Early Intervention Program, teachers provide students with time to make up classwork, complete tests, and additional support during our Friday Intervention Day. Extended-day teachers have been hired to help with students who are at risk in reading and math.

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.

We have special education teachers at every grade level, who work with paraprofessionals to target special education needs. Our Title One teacher, instructional leader, and dean of students assist teachers in addressing challenges of at-risk students by providing additional intervention time. Our ESL coordinator provides support to English Language Learners, their parents, and their teachers. Our counselor provides resources and connections to our partners in education, including mental health and other services needed for students and families. Our counselor, along with the leadership team, coordinates with local and state officials and organizations for services to ensure that the needs of neglected, delinquent, and homeless students are sufficiently addressed. If neglect is suspected, the Head of School and counselor work closely with the student and DHR to ensure that the

student's needs are met. Floretta P. Carson Visual and Performing Arts Academy has policies and procedures which are aligned with federal/state law regarding the challenges migrant, English Language Learner students, economically disadvantaged, Special Education, neglected and/or delinquent, or homeless students face that are commonly addressed through tiered instruction and accommodations identified in the IEP, IELP, and 504 plans.

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.

Translated handouts/forms/information are distributed in the language the student and parents can understand. All documents will be translated by our EL instructional aide or the teacher. Academic achievement results and the interpretation of these results are often reviewed during parent conferences and a translator is provided for the parent if needed. The school provides supplemental services to EL students that include, but are not limited to summer reading camp, interpreters on hand as needed, or resource programs for these identified students. On a need basis, the school employs a part-time EL teacher to work with EL students to help increase their overall proficiency goal. Administrators, counselors, EL teacher, and the EL specialist have worked together to provide ACCESS scores to students and parents along with their Individualized English Learner Plans.

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

The school's teacher turnover rate is 0%.

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

Our staff has years of service ranging from 1 to 30 years.

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)?

N/A

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

Floretta P. Carson Visual and Performing Arts Academy teachers, academic lead, and lead administrators participate in data analysis review on a weekly basis. Classroom data, Benchmark assessments, and other standardized tests are analyzed. The data gathered is used to determine the professional development needs of our instructional staff. Following research-based professional development and trainings, teachers are provided with ongoing feedback to assess effectiveness and to provide continuous support.



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

We utilize various reputable organizations to provide our teachers with professional development opportunities, including the South Alabama Regional Inservice Center (SARIC). Other professional development opportunities for our administrators include the Key Leaders Network, ELEOT professional development, and data meetings. Our teachers, including our Special Education Coordinator participated in a variety of professional development opportunities, including Data Analysis Meetings, Mandatory Cognia Training, StemScopes, and Benchmark Writing with Caffey Crush.

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.

At Floretta P. Carson Visual and Performing Arts Academy, all new or inexperienced teachers are provided with a mentor. The mentor, who is our instructional leader, is required to check in weekly at a minimum and provide feedback to the teacher. The instructional leader models lessons in classrooms and provides ongoing feedback and support throughout the school year.

12. Describe how all professional development is “sustained and ongoing.” Professional development dates and times are planned at the beginning of the school year, and sessions are conducted every Friday. Subsequent professional development sessions build upon previous sessions. Teacher feedback and data analysis are used to determine school priorities and professional development needs for each week.

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.

Floretta P. Carson Visual and Performing Arts Academy supports and assists incoming 6th graders and eighth grade students transitioning to our high school. In addition, we provide support to our high school students who plan to transition to college. A parent orientation is planned for our transitioning students to meet with the faculty and staff. During the orientation, students and parents are provided with information about academic expectations, course offerings, and various programming to meet their child's individual learning needs. Additionally, new students attending Floretta P. Carson Visual and Performing Arts Academy are offered a tour of the school in order to become acclimated with personnel and the school environment. For our high schoolers transitioning to college, we provide our students with the opportunity to learn from college/university school

representatives and multiple opportunities to tour various college campuses across the state.

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)**

The school identifies students with disabilities by using the RTI process and the PST committee. Students who are from economically disadvantaged families are provided with free or reduced lunch. The parents of EL students are provided with a home language survey and provided with a translator (if needed), screened for their English proficiency, and an IELP will be written with appropriate accommodations.

**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 data gathered for the continuous improvement plan is reviewed and analyzed through a variety of sources to determine if the goals in the plan have been met and the impact on the school. Student achievement data is compared on an annual basis during our data analysis meetings to determine trends in specific subjects, specific content domains, and student subgroups. The improvement plan is reviewed quarterly by the Floretta P. Carson Visual and Performing Arts Academy leadership team. Through continuous leadership review, the team is able to determine appropriate strategies, professional development trainings, and tools needed to meet the school-wide goals each year. In the fall and spring, the ACIP is reviewed with all faculty members.

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?

Data gathered from the state's annual assessments, benchmark assessments, classroom data (exit tickets, pre-unit assessments) and other indicators of academic achievement are analyzed to determine if the school-wide program goals are effective or if the goals are in need of revision. A data comparison is conducted to determine trends related to student achievement among groups of students and in

specific subject areas. Intervention is provided to students who are not proficient in subject areas.

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 school improvement team at Floretta P. Carson Visual and Performing Arts Academy analyzes all components of the ACIP plan on an annual basis and during monthly meetings to determine any necessary revisions. All student achievement data are monitored and analyzed throughout the school year and reviewed during data meetings on a biweekly basis.

#### 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.

plan for federal programs has been developed and coordinated with the state and local program's plan. Reform efforts are in progress and will continue to be funded through local, state, and federal monies. This plan will remain in effect for the duration of the school's participation. During the implementation period, programs will be monitored for effectiveness and necessary changes in strategies and programs will be developed to meet the needs of students.

A comprehensive school budget is included in this Continuous Improvement Plan. State funding sources includes technology, textbooks, at-risk students, teacher allocation, and professional development. Federal funding consists of the Title I (Part A) and Child Nutrition Program. Floretta P. Carson Visual and Performing Arts Academy's funding sources are used to enhance instruction, improve students learning, and to meet yearly school priorities as outlined in the Needs Assessment of the Continuous Improvement Plan. The coordination of these funding sources will help ensure that all students meet state academic requirements.

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).

Floretta P. Carson Visual and Performing Arts Academy integrates all federal, state, and local services to meet the needs of our diverse student populations and schoolwide priority goals. The funding provided is used for instructional materials, technology, professional development, and support staff. At Floretta P. Carson Visual and Performing Arts Academy, we strive to provide our students and families in need with the services that will help our students and school meet our goals. Floretta P. Carson Visual and Performing Arts Academy provides all students with free breakfast and lunch as outlined in the CNP guidelines, which is monitored by the local and district level administration. FPC offers students in grades 9-12 a workforce development and career prep course to aid in career exploration, job training, resumes, interview success, and character building. Dual enrollment and AP classes are an option for our college bound student populations.

## 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

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ACIP Committee 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.

☒ 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))

The school's annual Title I meeting will be held for parents after-school hours and virtually options during the school day. Parents will be shown a Google Slides presentation containing our Continuous Improvement Plan. The presentation and flyer will include information about the following topics: Overview of Title Schoolwide Program, Schoolwide Plan - CIP, Parent and Family Engagement (ESSA), Parent and Family Engagement (ESSA) Policy and Plan, Parent and Family Engagement (ESSA) Calendar (1% set-aside), Parent Engagement/Volunteer committees, conferences, volunteers, Parent Surveys/Needs Assessment, Parents Right to Know, and Evaluation of Plans. Parents will also be provided the opportunity to ask questions about the School-Wide Plan at the conclusion of the presentation by completing a form or calling the ACIP Chairperson or Head of School/Superintendent. The school will use 1% of its entitled Title1 funds to purchase folders and agendas for students to take home weekly graded assignments, newsletters, and more. Follow-up phone conferences, surveys, and other forms of communication will be utilized for those who may have additional questions regarding Title I.

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.

Parents at Floretta P. Carson Visual and Performing Arts Academy are active participants in the planning, reviewing and updating of the Title I Continuous Improvement Plan. They serve as members of the volunteer program and/or ACIP committees, all of which provides members with the opportunity to share their concerns and make suggestions regarding the ACIP. During the school year, all parent meetings will be held both in-person and virtually to accommodate parent schedules. Surveys are also sent out to parents regarding best times and dates to hold the meetings.

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

Parents will have the opportunity to provide feedback regarding the Title 1 program through review and survey. Parents will be invited to review the Continuous Improvement Plan and provide feedback. Parents are also provided with surveys to evaluate the school's Title I program. The survey link is sent to all parents in multiple formats, including email, Remind, and newsletters. Survey data and feedback

received from parents are used to develop and revise the Continuous Improvement Plan.

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

Funds allocated for parent involvement at Floretta P. Carson Visual and Performing Arts Academy are solely used to send home resources to parents. Resources include at-home activities, books, and additional skill practice. Funds are also used for our Family Engagement Nights. This year, we are planning to host an ArtWalk and Multicultural event that represents our student cultures and traditions. Families will be invited to share information about their home countries and cultures. Students will learn more about other cultures and then tour the school where multicultural art will be displayed. Parent learning sessions will be held throughout the year to provide parents with any necessary support, materials, and learning strategies for at-home practice to help their child in areas of Math, Science, and English.

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))

Daily newsletters are sent via email, phone calls, and conferences are held to help inform parents of their child's academic expectations and progress. We also ensure that our parents have access to the Parent PowerSchool Portal to stay up-to-date with their child's ongoing progress at the school. In addition, notifications are automatically sent out to parents every Friday in regards to their child's progress. Email messages and newsletters are offered in multiple languages to accommodate our ESL populations.

Once students are enrolled, parents and guardians are asked about the primary language spoken in the home. If a student is found to be eligible to receive services, the Individualized English Learners Plan will be followed. Translators are also available for parent phone calls and all parent conferences when requested by the teacher and/or parent.

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-Home Compact at Floretta P. Carson Visual and Performing Arts Academy was jointly developed by a team of school and parent stakeholders. Parent and school stakeholders work together to ensure that students are proficient in all core academic subject areas. The School-Parent Compact is signed by the teacher, student, and guardian, and it outlines the partnership and expectations of all stakeholders. The Title 1 teacher holds conferences along with key administrative staff with students to discuss their academic goals, progress, and to celebrate any achievements towards those goals. The compact is updated annually by the stakeholders of the ACIP committee. The committee meets to discuss and explain the ACIP plan, goals, and expectations of all members during the annual meeting.

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

Surveys are sent to parents throughout the school year to submit comments of dissatisfaction, provide feedback, and share thoughts on areas of improvement. The comments are then reviewed by the Title I chairperson and the Floretta P. Carson Visual and Performing Arts Academy Leadership team. The Continuous Improvement Plan is available to be reviewed at any time by the school's parents, including at multiple locations in the school building and website. Progress reports are sent home with each Title 1 student.

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 leadership and staff of Floretta P. Carson Visual and Performing Arts Academy strongly believe in the importance of parental involvement for student success and achievement. A presentation during the day and evening was held to give an overview of the Schoolwide Program to include, but not be limited to: School- Home Compacts, Parental Needs Assessment Survey, Parent and Family Engagement Policy, Parents' Right-to-Know Policy, Facts about ESSA, and the use of Title I Parent and Family Engagement funds. A diverse group of parent volunteers participate in various parental involvement activities at Floretta P. Carson Visual and Performing Arts Academy. Parent representatives are chosen to represent all parent stakeholders on our school's Instructional Leadership Team. They are asked to make suggestions, review and improve our school's Title I program. At our annual



meetings, parents are asked to offer input to meet the needs of our students. Title I allocations are used to provide additional support staff for our Title 1 student populations. Conferences (virtually or in-person) are scheduled with parents throughout the school year to discuss Alabama's standards, curriculum, academic assessments, expectations, and at-home practice learning strategies. The goal of communication with parents throughout the school year beyond the annual Title I meeting is to help parents with effectively monitoring their child's progress and academic achievement.

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.

The leaders and staff at Floretta P. Carson Visual and Performing Arts Academy believe that parental involvement is an integral component of the school community and student success. Through orientation events, performances, and other events held throughout the year, parents are encouraged to become involved in the school community and the implementation of the ACIP. Floretta P. Carson Visual and Performing Arts Academy will offer various activities for parents to learn more about English, Math, and Science standards, areas of improvement, and standardized testing (e.g., ACT, ACAP, AP) prep strategies. Parent surveys are shared with parents throughout the school year to share their thoughts and to ensure that they become involved with the school. Floretta P. Carson Visual and Performing Arts Academy provides parents with materials and training to help improve their child's learning.

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.

Based on the belief that parents are an integral component of the success of the school and student's educational journey, our parents and community volunteer program provides parents with the opportunity to use their time, talent, expertise, and success to move the school forward in a positive manner. Our parent volunteer Program continually provides opportunities for parents to become involved with school-related activities throughout the year. Parent and Family Engagement evaluations are sent via email each year for parent input and support. Parent surveys and evaluations help with determining areas of improvement and success. Further, it provides the team with the necessary information for future parent workshops and school-wide activities. In addition, the School-Home Compact reminds all stakeholders that we are committed to providing students with quality academic education in a positive learning environment, which in turn results in increased student achievement.

To ensure parental involvement throughout the school year, the school will hold a Title 1 annual meeting, ongoing parent conferences, IEP conferences, and Standardized Testing Night (ACT, ACAP). The leadership team at Floretta P. Carson Visual and Performing Arts Academy educates all teachers and school staff on the value and impact of parent involvement on students' achievement and the school's overall success.

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.

The Leadership Team at Floretta P. Carson Visual and Performing Arts Academy uses the Parent Engagement Committee and other school-related activities to ensure that parents are involved with the school community. Our school uses a variety of formats to communicate with parents, including email, messaging, newsletters, and parent conferences. Through the platforms used, the information sent out to parents can be translated into other languages for our parents. Further,

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information is also shared with ELL parents in written form using Google Translate and verbally through the use of an interpreter in their dominant language.

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.

Floretta P. Carson Visual and Performing Arts Academy makes every effort to partner with parents in meeting their requests as related to their involvement in their child's education. Further, the leadership team will use information from parent surveys to plan for upcoming parent meetings, workshops, and activities.

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))

Floretta P. Carson Visual and Performing Arts Academy will conduct meetings throughout the year to provide parents of English Language Learners with general information about the ELL program and the school's policies and procedures. The presentations, as well as other materials and forms, will be translated into the parent's spoken language. The ESL staff assists families during the registration process; translates during meetings and conferences; and facilitates communication between the parents and the school when parents have questions or concerns about school-related issues. Once students are enrolled at the school, parents and guardians are asked to complete a Home Language Survey. If a student is eligible to receive services, the Individualized English Learners Plan will be followed. Floretta P. Carson Visual and Performing Arts Academy ensures participation of parents with limited English proficiency by providing documents in native languages. The school also provides various methods of access to all school Title I meetings for parents with disabilities through the utilization of various resources (written, verbal, auditory).

## 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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 ACIP 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)
 ACIP Committee Signatures		• 1
 ACIP Comprehensive Budget		•