



## Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

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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?

An advisory team is in place to create the ACIP based on the identified needs of the school. The students, teachers, and parents surveys were used to identify the strengths and weaknesses of Life Academy. Also, both formative and summative test results data were analyzed to determine if there was need for improvement to instructional strategies and programs. The need for professional development was also identified.

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

From the needs assessment, the following areas were identified as priorities for the school year:

**Professional development** for teachers in the areas of classroom management, RTI, MTSS, Instructional strategies, data analysis, and Special Ed services.

**Culture and Climate** - Due to the necessary job replacements, the moral in the building is extremely low. Therefore, LIFE Academy has implemented a schoolwide "RESET". This implementation is aimed at enhancing the overall experience for both our staff and scholars, ultimately contributing to academic success.

**Credentials** - Several teachers and paraprofessionals have been identified as not having adequate credential and corrective plans such as be created such hiring highly qualified and certified teachers.

**Academics** - There is a need for common assessments for grade level for the purpose of determining growth and areas of concern. Grade level pacing guides are needed for cohesiveness throughout the grades.

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

Professional development opportunities are available and offered to Teachers and staff throughout the school year. LIFE believes that professional development is essential for us to stay at the forefront of teaching practices and provide the best possible learning experiences for our students. As a result, students will be able to succeed academically and thrive in social areas as well. School moral will increase in both students and staff as we focus on achieving significant gains on Bi-weekly assessments, BOY, MOY AND EOY Benchmarks and ACAP.

PBIS and other incentives such as school monthly perfect attendance recognition, and LIFE's annual fall festival are just a few that are implemented being created to build/boost moral throughout the building.

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

As a result, LIFE prioritizes tangible action steps, and desired outcomes with measurable goals. Goal 1. Leadership and staff create joint understanding of trauma's impacts on learning (1). Prior to students' first day, staff receives six hours of training related to trauma and its impact on student cognition and behavior. This initial, school wide professional development plays a key role in helping staff develop a shared understanding[8] of impacts on learning, which benchmarks the foundation of LIFE's identity as a trauma-sensitive school. Goal 2. Create and maintain a trauma sensitive learning environment (3). In addition to professional development's influence on creating a trauma sensitive learning environment prior to student arrival, families self-identify students in need of social-emotional supports through interest and enrollment forms. By factoring in guardian knowledge of student needs, LIFE is partnering with families to ensure that student social-emotional needs are identified earlier. One goal associated with this action, is that 75% of students in need of higher social-emotional support (tier 2 and tier 3) are identified by week 2 of the academic school year. Goal 3. Staff embraces teamwork within the school and community, and shares responsibility for all students (5). Due to the ongoing social-emotional needs and supports of students, LIFE adopts a communal approach. Staff interacts and creates relationships with students and families during student/guardian summer orientation to better inform appropriate subsequent strategies. During the school day, teachers and staff are in the hallways during every transition to greet and strengthen staff and student relationships. At the culmination of each week during professional development, leadership, staff, and teachers share student trends. These actions promise that staff and students create genuine relationships and work in unison to share responsibility for students. A goal for this priority is that by week 4 of the academic school year, every teacher can name every student in school. Also, students can identify at least 2 adults within the school that they trust. Student-Connectedness - Student connectedness/belonging, can be described in concrete form as feelings of membership within a school (Murphy & Torre, 2014). LIFE Academy proactively addresses the issues related to student connectedness with focus in two categories: School Involvement and Peer Relationships. School involvement is a critical element that helps define membership. School involvement includes chances for students to have some ownership of school space, staff engagement of student "talents, skills, and interests" (Crosnoe, 2011), student positions of responsibility and opportunity for leadership. Peer relationships is another equally critical component in that "peers exert a powerful influence on adolescent students, which effects academic behaviors, attitudes towards schools, and access to resources (social capital) that may benefit their education" (Rumberger, 2011). We understand student connectedness to the school and positive peer/teacher relationships increase student desire to be present daily and perform. Therefore, our community leverages connectedness to maintain 95% average daily attendance and minimize student misbehaviors. By LIFE strategically providing daily opportunities for student connectedness, all students feel a part of the school culture and therefore perpetuate the core values among one another.

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

School goals are connected to the priority needs and the needs assessment through the analysis of student achievement data via the ACAP Reading Test, the ACAP Summative Assessment, the Chronic Absenteeism rate, and the volume of non-certificated teachers. The priority needs align to the most pertinent components of the comprehensive needs assessment.

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

Goals portray a clear and detailed analysis of multiple types of data because it aligns to the most missed standards on the summative assessments, most identified domains requiring intensified support both during the year and during the summative assessments, and the high volume of both student and teacher absenteeism.

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

Goals address the needs of the whole school population and special recognition to children who are disadvantaged because students were faced with learning environments that didn't have all certificated educators and oftentimes had to learn in an environment where the student absenteeism rate was extremely high causing the teacher to have to revisit standards and concepts daily which prohibited the ability to ensure students garnered the conceptual understanding that guarantees their ability to learn.

## 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.

LIFE as hired a consulting company to help with the implementation of its existing curriculum by ensuring that teaching and learning is in direct correlation with the standards that on the level of proficiency according to the State of Alabama. They will also provide strategic staff development to ensure continuous training practices of implementation for teachers. In addition, MTTTS Tier 2 and Tier 3 strategic intervention, iREADY, PBIS activities and incentives. Also, Thrive Way Curriculum, Number talks for K-5 daily whole group, and Study Hall implementation.

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.)

LIFE Academy's counseling and serving the disadvantaged goals are designed to address the needs of all students by providing a comprehensive school counseling program that focuses on academic, social-emotional, and career development. This includes implementing strategies that promote a positive school climate, fostering student engagement, and ensuring that every student has access to resources that support their overall well-being. The goals are tailored to help every student, regardless of their current performance, by offering support systems such as counseling services, academic interventions, and activities that encourage personal growth and resilience.

For students who are disadvantaged, special recognition is given through targeted support services. This includes providing individual and group counseling to help them cope with challenges they face both in and out of school. School-based mental health programs offer therapy and support for students dealing with emotional or behavioral issues. Additionally, specialized instructional support services are available to address learning gaps and offer personalized assistance. Mentoring programs connect these students with positive role models who guide and motivate them. Beyond academic skills, these strategies aim to improve students' social skills, emotional regulation, and self-esteem, helping them become more resilient and better prepared for future success.

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.**

LIFE Academy will be offering high dosage tutoring 4 days a week.

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.

Homeless Procedures:

At the beginning of each school year all families complete the online enrollment process. During that process the family completes the Student Residency Survey to screen for all potential homeless students.

- The completed Residency Survey will be screened by the PowerSchool Program and will flag students living in potential homeless situations and unaccompanied youth based on how they responded to the survey. An email is sent to the District Homeless Liaison and to the counselor of the school the student is enrolling.
- The counselors and select district federal programs staff review the flagged Residency Survey.
- Students who have been identified as living in potentially homeless situations or as an unaccompanied youth will receive a phone call from select district federal programs staff. An interview will take place either via telephone or in person to determine the identification of the student as homeless and/or unaccompanied youth.
- While a determination is made, the school will immediately enroll the student even if the student does not have documentation that is typically collect prior to enrollment. The school homeless liaison or school counselor will notify the district office that a student has been enrolled.
- Before school starts all employees will be trained on the definition of homeless and unaccompanied youth as well as identifying students living in a homeless situation and unaccompanied youth. During the school year, families may become homeless, and it is imperative that all staff can assist in identifying a student who may be homeless. Examples of these situations include, but are not limited to:
  - o Bus Drivers may notice that a house burns down. Report that to the Homeless Liaison.
  - o A student or parent confides in you that they are about to be evicted, notify the Homeless Liaison.
  - o If you overhear students talking, that they are now living elsewhere with a relative, report it.
  - o If a parent comes by to change their address because they are moving in with someone, due to hardships, report it to the Homeless Liaison.



## Counseling and serving the Disadvantaged:

The goals are designed to address the needs of all students by providing a comprehensive school counseling program that focuses on academic, social-emotional, and career development. This includes implementing strategies that promote a positive school climate, fostering student engagement, and ensuring that every student has access to resources that support their overall well-being. The goals are tailored to help every student, regardless of their current performance, by offering support systems such as counseling services, academic interventions, and activities that encourage personal growth and resilience.

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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.

LIFE Academy is currently utilizing the school's website with translatable language settings into Spanish, along with correspondences sent home in a language that parents of English Learners can understand. In Addition, Transact and Google Translation, will have all communications in their language of choice.

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

Currently, the turnover rate is high due to the lack of proper credentials needed. Replacements have been made with more to come as available applicants apply.

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

At least a bachelor's 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)?

LIFE Academy has implemented recruiting highly qualified and certified teachers.

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

LIFE Academy utilizes high-quality assessments aligned to Common Core and Alabama standards to light the path to academic success ultimately resulting in college-readiness for all students, families and teachers. These assessments are administered to ensure specific learning gaps are addressed urgently for all LIFE Academy students. LIFE Academy implements assessments including NWEA MAP, STEP (Strategic Teaching and Evaluation of Progress), ACAP, iREADY, Achievement First Interim Assessments, Unit Tests & Bi-Weekly/Weekly Quizzes. LIFE uses the data from these academic assessments to determine professional development by seeing where the most significant deficits are and collaborating to strategically target those deficits with interventions services through MTSS.

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

Professional development opportunities include but not limited to attending the MEGA Conference, Consultants, New Schools for Alabama, MTSS/AMSTI, iReady, and PowerSchool trainings.

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.

In planning stages to ensure that novice, new, non-certificated, and/or non-tenured teachers are paired with mentor teachers who guide them through their initial years of teaching. Staff who change grade levels or who are working in areas for the first time are also paired with peers to provide needed support. Administrators observe and meet with new teachers often to provide feedback regarding instruction and classroom management.

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

Professional Development opportunities are continuous for Life Academy. LIFE prioritizes professional development for all adult faculty and staff at LIFE Academy. A proportionate segment of the annual budget is designated for professional development. We understand that student academic success is wholly contingent upon staff preparedness and ongoing development. Therefore, we prioritize adult development and teacher preparation before the first day of school and data days following assessments. All professional developments are aligned to all students reaching and surpassing district, state, and federal academic growth goals.

LIFE Academy provides a highly supportive high expectations environment for all teachers. Each LIFE Academy teachers will receive bi-weekly observation during culture walks by the leadership team, and receive feedback; all new and struggling teachers receive observation and feedback as frequently as daily. Each LIFE Academy teacher is working towards mastery of action steps that are in service of

their development and in service of their student's achievement, developed in partnership with the Specialist Team and mentor/coach.

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.

Visits to pre-K programs and opportunities to visit the school are done in the spring. Life Academy currently serves students grades K-7. The shift from guided learning in a single classroom in elementary to autonomous movement and accountability in middle school enables students to development responsibility as they transition. The LIFE Academy team understands that preparation for college, careers, and entrepreneurial ventures are not a simple undertaking for our students. However, LIFE Academy continues to provide quality education and target areas that speaks to these issues through a supportive school model which establishes strong teacher-student relationships, builds student efficacy in a safe environment, and provides students with a gradual release of responsibility from Kindergarten to grade 7.

LIFE prepares students to excel on Alabama state assessments through tight alignment to Alabama state standards and Common Core state standards. LIFE Academy instills in students the desire for a college education and prepares them to excel in college through rigorous academics for all students. Early and frequent exposure to college instructional methods, such as technology and discussion, ensure that LIFE Academy alumni will be able to thrive within the academic environment of the college or university they attend. The LIFE community of teachers, students, and families are committed to establishing an academic village where all students can learn and heal.

Life Academy is currently expanding grade levels to the 8th grade, so none of our students are transitioning out at this time.

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)**

LIFE Academy provides full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, foster parents and parents of migratory children, including providing information and school reports required under section 1116 of the ESSA in an understandable

and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

LIFE Academy is passionate about the use of the UDL model of language acquisition. These strategies include multiple means of representation, cooperative learning strategies, and connection of content to student background; these approaches are often employed for English Language Learners. LIFE utilizes the perspective that scholastic English is a vernacular of the English language, and therefore should be taught as an entirely new language to our students. With this lens, all students are linguistically supported as they learn to read, write, and comprehend academic texts. Students are taught the linguistic and cultural competencies that inform the English language and thus students are provided the nuances of language. This fashions students who interact with ELA as a perpetual mathematic equation rather than an isolated concept. This approach also makes all content accessible to any level of English literacy.

Life Academy currently server grades K-7.

### 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?

Data from common assessments will be used to determine growth or needs of concern. Data from the state's assessment will be used to drill down to individual student's needs.

1. Data-Driven- LIFE Academy utilizes high-quality assessments aligned to Common Core and Alabama standards to light the path to academic success ultimately resulting in college-readiness for all students, families and teachers. These assessments are administered to ensure specific learning gaps are addressed urgently for all LIFE Academy students. LIFE Academy implements assessments including, ACAP, iREADY Benchmarks, NWEA MAP, STEP (Strategic Teaching and Evaluation of Progress), Achievement First Interim Assessments, Unit Tests & Bi-Weekly/Weekly Quizzes.

2. Instructional Rigor- LIFE Academy holds a high-bar for instructional rigor, codified in our curriculum choices and instructional vision. It is our purpose to ignite students' intellectual selves and sharpen within them the critical thinking skills necessary for success in college and in life.

3. Reaching All Learners- LIFE Academy prioritizes teaching methods and approaches that make daily instruction accessible to all students.

4. College-Preparatory Focus - LIFE Academy instills in students the desire for a college education and prepares them to excel in college through rigorous academics for all students. Early and frequent exposure to college instructional methods, such as technology and discussion, ensure that LIFE Academy alumni will be able to thrive within the academic environment of the college or university they attend.

5. Standards Aligned - LIFE Academy prepares students to excel on Alabama state assessments through tight alignment to Alabama state standards and Common Core state standards.

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?

Once the test data is used to drill down to the individual students' results, an analysis is done to see in there a relationship between the students and the teacher of record. Next, observations are conducted to ensure that the curriculum is being taught to fidelity. Professional development is provided as needed. Lastly, program audits will be held to determine if the curriculum being used is effective.

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 ACIP is fluid, and changes will be made as soon as they are deemed necessary. An evaluation of the plan will occur monthly, with the ACIP Committee, to ensure that the plan and procedures are being implanted and executed properly. Revisions will be made beginning of the school year, middle of the school year and end of the school year if needed.

#### 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.

Amplify

iReady

High dosage tutoring

Federal funds will be used to supplement curriculum.

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).

The school coordinate and integrate the following Federal, State, and local services applicable of the schoolwide goals in order to implement needed programs in order to upgrade/enhance the regular education program. Budgeting focuses on enhancing instructional goals, school operations, and other strategies designated for success.

## 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

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))

LIFE Academy will conduct a Title I meeting to accommodate parents' schedules. These sessions may be done virtually if needed. Topics to be discussed will include What it means to be a Title I school, 1% set aside, ACIP, LEA Parent & Family Engagement, the Title I Plan, Parent Compact, highly effective teacher status, how to request the qualifications of teachers, and how to be involved in the Title I program at LIFE Academy. Family input is encouraged even though the 1% set-aside isn't required at LIFE Academy.

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 Annual Title I Parent/Family Engagement Meeting will be offered to accommodate parents' schedules. . LIFE Academy will offer flexible meeting times to maximize parental attendance such as summer conferences and after school meetings. Teachers and other educators will conduct phone calls to share information. LIFE will offer themed meetings such as "Lunch and Learn" or "Coffee and Conversation" sessions, virtual and social media platforms will be used as well to offer a variety of times to maximize parent involvement and participation. LIFE Academy will provide local community agency resources, staff and community volunteering to assist with necessary expenses. LIFE also utilizes virtual resources such as "Zoom" links, and social media as a means to enable parents to participate in school-related meetings and training sessions.

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).

Parent input is gathered during the development process. Once the plan has been developed and approved, parents are encouraged to review it, which will be housed in the school office and on the website. Notification about the plan and its review is distributed through the school via newsletters and parent meetings. Parents are informed that if they have questions or concerns or if they are dissatisfied with the plan, they may contact the principal/superintendent or any member of the planning committee to express their concerns. Parents are also told that they may contact the Federal Programs Office with any questions or concerns.



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

LIFE Academy will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, part A funds reserved for parent and family engagement is spent and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. The remaining ten percent of the one percent shall be used for district initiatives.

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))

LIFE Academy is currently utilizing the school's website with translatable language settings into Spanish, along with correspondences sent home in a language that parents of English Learners can understand. In Addition, Transact and Google Translation, will have all communications in their language of choice.

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))

LIFE Academy will take the following actions to involve parents in the joint development of its LEAS parental involvement policy/plan under section 1116(a) (3) (A) (C) (D) (i-IV)

1. Invite parents to serve on the LEA Advisory Committee, composed of parents, teachers, students, and administrators, will meet bi-annually for up-dates on Title I funds and expenditures,

2. Establish a Parent Contact Leader Team composed of parents from each school site. will meet biannually to review, discuss and revise if necessary the Parent and Family Engagement Policy/Plan This team will be train by the parent facilitators on the Parent and Family Engagement Requirements Compliance Section 1116 "Every Student Succeeds Act (ESSA)"

3. Conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy/plan in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities and use the finding to design more effective strategies and revise the policy/plan

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

LIFE Academy's parents of children enrolled inputs are gathered during the development of the ACIP. Once the plan has been developed and approved, parents are encouraged to review the ACIP which is housed in the school office and on the website. Notification about the plan and its review is distributed through the school via newsletters and parent meetings. Parents are informed that if they have questions or concerns or if they are dissatisfied with the plan, they may contact the principal/superintendent or any member of the planning committee to express their concerns. Parents are also told that they may contact the Federal Programs Office with any questions or concerns.

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.

LIFE Academy is continuously building the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve students' academic achievement, through the following activities specifically described below under session 1116(e)(2)(4)():

Life Academy provides materials and training to help parents work with their children to improve their children's academic achievement such as literacy training, volunteering, using technology as appropriate, and other reasonable support to foster parental engagement by:

- a. training parents to enhance the involvement of other parents (LEA Parent Contact Team)

- b. parent-teachers conference

- c. bi-annual parenting meetings

- d. Statewide parents' visitation held in October of each year

- e. provide virtual visitation

- f. Monthly PTO meetings

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.

LIFE Academy will develop a Parent Advisory Council (PAC), which will be inclusive of a diverse group of parents of students currently enrolled. Professional development focusing on parents as partners and building parents as leaders will be held during the school year for principals, teachers, instructional support personnel and other school leaders as requested. Family and Parent Engagement Coordinator will help build and sustain ties between parents and the school.

In addition, LIFE will conduct surveys regarding the development of training for teachers, principals and other educators to improve the effectiveness of such training. Parents will be able to provide feedback at parent meetings.

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.

LIFE Academy coordinates multiple federal programs, such as Title I, Title II, and Title IV, with parental engagement to ensure that all parents are equipped to participate in students' readiness. The Parent and Family Engagement Coordinator and the Counselors maintain resource areas containing pamphlets, magazines, and

research-based articles. The resources are geared to address the many parenting issues and to provide pertinent information on social and academic concerns.

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.

LIFE Academy will provide through school wide events such as Fall Festival, Muffins with Mom, Donuts with Dads, Grandparents Day, our annual Black History Programs, resources for parents for summer enrichment opportunities, assistance with registrations, and take-home packets which provide learning materials for the student with parent assisted instructions.

Also, LIFE Academy meets with parents at the monthly PTO and Board meetings. During so, the Student and Family Engagement Coordinator will reveal new initiatives and parent development courses lead by the school counselor, school nurses or leadership team.

Parents are notified about meetings, programs, and various activities through monthly school newsletters, informational flyers, the school marquee, the school website, and social media. LIFE provides information and school reports required under section 1116 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

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.

LIFE Academy strives to involve parents in every aspect of school life. Faculty and staff members work with parents regarding the requests to be involved with their children's education. Parental input is valued and utilized to modify critical initiatives as well as school procedures, if needed. Input is gathered through surveys, program evaluations, and informal suggestions.

LIFE notifies parents about meetings, programs, and various activities through monthly school newsletters, informational flyers, the school marquee, the school website, and social media. LIFE provides information and school reports required under section 1116 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

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))

LIFE Academy provides full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, foster parents and parents of migratory children, including providing information and school reports required under section 1116 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

## 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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 Coordination of Resources.



## 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
 Coordination of Resources.		•