



Tarrant Intermediate School Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Tarrant Intermediate School
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Instructions

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

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

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

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 school leadership team reviewed data from unit and weekly assessments, report card grades, attendance records, discipline reports, iReady, mClass (DIBELS), Spring ACAP scores, and PST referrals to assess strengths and weaknesses from the previous school year. Additionally, surveys were used to gather input from students, faculty, and parents to better understand student needs.

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

The results indicate that the top priority is to enhance academic proficiency in reading and math for all students. Other important needs include improving English language proficiency for multilingual learners, offering extra support for students with behavioral and mental health issues, boosting student attendance rates, and providing professional development in math, reading, and technology.

3. What conclusions were drawn from the results?

The plan emphasizes boosting student growth and proficiency in core subjects. Teachers should concentrate on effective Tier 1 instruction for all students and tailor small group lessons to individual needs with clear, purposeful teaching. To enhance teacher skills, curriculum coaches will continue offering job-embedded professional development, mentoring, and coaching. EL teachers are tasked with supporting multilingual learners in both reading and math. Given the increase in severe behavioral and mental health issues among students, additional support from school counselors and mental health resources is needed. Improving overall student attendance is also a key focus.

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

Data analysis revealed that teachers need ongoing support and training from math and reading coaches and regional AMSTI and ARI staff. It was also determined that a school-wide intervention period involving all staff should be implemented. English Language (EL) students require extra support in core reading—particularly in fluency and comprehension—and in math, due to its reliance on reading and problem-solving skills. Additionally, addressing chronic absenteeism is crucial, as it is linked to lower academic achievement, highlighting the need to improve student attendance.

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

The Continuous Improvement plan is designed to address key priorities identified in the comprehensive needs assessment. It focuses on enhancing academic achievement, improving student attendance, addressing specific areas of weakness, supporting English language learners, and fostering a positive school culture.

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

The priorities, objectives, and initiatives use various data sources to assess needs and track progress towards school goals. Academic data highlights the need for better reading and math proficiency, while attendance data shows a need to boost student attendance. Efforts will also focus on enhancing parental involvement and school safety, as these factors are closely linked to student performance, behavior, social and emotional well-being, and attendance.

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

The goals focus on enhancing core instruction in reading and math and providing intervention for students struggling with Tier I and II instruction. All students will benefit from high-quality, tiered instruction. Special initiatives will target student attendance, with particular attention to those at risk of chronic absenteeism, supported by an Attendance/Parent Liaison through meetings and home visits. Multilingual learners will receive additional support to help them succeed academically. The social and emotional needs of students will be addressed through programs like Rhithm, weekly classroom counseling, and specialized staff.

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.

Every student will benefit from high-quality, explicit instruction through OpenCourt and Envisions. Additional targeted instruction and intervention will be provided during Tier II and III for those who need it. Efforts to improve student attendance will focus on all students, with special attention to those at risk of chronic absenteeism. Support for students and families will be offered through an Attendance/Parent liaison. Multilingual Learners will receive extra support through intentional language instruction to help them succeed.

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

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

To enhance the academic program, Tarrant Intermediate provides tiered instructional support with regular and intervention teachers, including two intervention teachers, an ML (Multilingual Learners) teacher, and an ML bilingual paraprofessional. Reading and math intervention teachers focus on Tier II and III support, while ML teachers offer small group English language acquisition. The school also employs three learning specialists for students with IEPs and trains classroom teachers to support these students. Benchmark assessments are used to monitor progress, and teachers receive ongoing professional development in best practices.

For social and emotional health, students have access to a school counselor and Eastside Mental Health services, with additional support from Helping Families and Rhithm for monitoring needs.

Tarrant Intermediate exposes students to various career experiences through partnerships with the Black Nurse Association, Red Mountain Theatre, and guest professionals like veterinarians and firefighters, providing valuable insights into different professions.

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**.

All students will participate in student-led parent conferences to update parents on academic progress. Those with identified academic deficiencies will receive personalized instruction through after-school tutoring.

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 Tarrant Intermediate School, all students, including those who are migrant, limited-English proficient, homeless, economically disadvantaged, or neglected/delinquent, have access to comprehensive services such as free/reduced lunch, Title I services, Special Education, At Risk programs, Helping Families Initiative, Eastside mental health services, and in-school counseling. The school uses community resources to provide necessary supplies, food, clothing, and shelter.

Homeless, migratory, and limited-English proficient students are ensured equal access to education and support, with services tailored to meet challenging state standards without stigma. Limited-English proficient students are identified through a Home Language Survey and tested with the WIDA Access Placement Test (W-APT) to determine eligibility for the Multilingual Learner (ML) program. The ML Committee, which includes the ML teacher, paraprofessional, parent/guardian, student's teacher, counselor, interpreter, and administrator, determines appropriate services and placement. ML students receive various supports, including tutoring and content-based instruction, and parents are provided updates in English and Spanish. Students who meet proficiency criteria and perform on grade level may exit the ML program but are monitored for two years. Parents also receive a Migrant Education Survey to assess eligibility for the migrant program.

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

Academic achievement results are provided to parents in their native language, with translators available to help discuss the information and address any questions or concerns about their child's progress. Additionally, copies of academic results are provided in native languages for Multilingual Learner (ML) families.

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

At the end of the previous school year 0 teachers were nonrenewed, 1 teacher transferred within the district, and 7 teachers transferred out of the district. This would equal a 27% teacher turnover rate.

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

Certified staff members range from having an average of 3-22 years of teaching experience.

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)?

The district now provides fiscal incentives for new hires and long-serving staff. Tarrant Intermediate creates a supportive atmosphere with mentoring for new teachers, protected planning time, and a family-like environment that values relationships, opinions, and individual needs.

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

Assessment data is regularly reviewed by teachers, curriculum coaches, and administrators to identify needs for professional development and instruction. Professional coaching is provided throughout the year, and teachers also participate in external professional development based on assessment results.

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

Professional development opportunities are provided at the start of the school year and throughout the year. This year, teachers will receive training in Open Court, Envisions, Phonics First, Heggerty, mClass, CHAMPS Behavior Management, and school routines. ELlevation and SIOP training is ongoing, and principals/administrators have access to annual PLUs. The reading and math coaches offer continuous professional development and individualized coaching. All academic teachers have either completed or are enrolled in LETRS-science of reading training. Additionally, Tarrant Intermediate partners with UAB, ARI, AMSTI, and OSI for various PD opportunities throughout the year and summer.

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.

Tarrant City Schools is involved in the Alabama State Department of Education Mentoring Program, which pairs new teachers with experienced mentors for ongoing support. The program includes scheduled planning time for collaboration, opportunities for new teachers to observe their peers, and assistance from curriculum coaches and interventionists with testing, progress monitoring, lesson planning, and instruction.

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

Professional development at Tarrant Intermediate School is continuous and integrated into daily practices. Lead teachers who undergo training share their knowledge with colleagues, while curriculum coaches provide additional support and strategies. Administration monitors the implementation of these strategies through walk-through observations, and teachers engage in coaching cycles throughout the year. Research-based consultant appointments are also used to ensure effective strategy implementation. Feedback on teaching practices is provided by curriculum coaches, interventionists, and consultants.

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.

Tarrant Intermediate hosts end-of-year tours for incoming 3rd graders to help them familiarize themselves with the school, meet staff, and make new friends. Sixth graders tour the high school, meet its staff, and work on their schedules for the next school year. Summer programs are also available to address learning gaps and enrich student learning.

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)

Tarrant City Schools collaborates with the Helping Families Initiative to aid disadvantaged families by offering resources like translators and translated literature for Multilingual Learners. Students with disabilities and additional needs receive extra support, including transportation, academic assistance, and financial aid related to homelessness. Tarrant Intermediate also focuses on students' social and emotional well-being through counseling services, monitoring, and the use of Rhithm software for secure daily mental health check-ins.

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?

After receiving ACAP scores, Tarrant Intermediate staff analyze the data to identify strengths, weaknesses, and areas needing improvement. The school also reviews the Alabama State Report Card to assess its effectiveness. Throughout the year, TIS monitors student growth using iReady, mClass, and other assessments. At the end of each year, administrators and teachers review progress and needs based on this data. Additionally, teacher and parent surveys are conducted to evaluate the effectiveness of the Title I program. The Federal Programs Advisory Council meets in May to analyze these results and assess the program's effectiveness.

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 the end of the year, administrators, curriculum coaches, and interventionists review data for students who received additional interventions. They compare beginning-of-year and end-of-year data, including grades, i-Ready, DIBELS, and ACAP results, to assess whether adequate growth was achieved. This analysis helps determine the effectiveness of the interventions, strategies, and action steps in improving student achievement.

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?

Throughout the year, the ACIP team, including administrators, curriculum coaches, lead teachers, and interventionists, regularly assesses the effectiveness of strategies and action steps based on data and feedback. If additional strategies or changes are needed, the ACIP committee meets to revise the plan. All stakeholders are informed of any revisions, and new action steps are implemented promptly.

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.

Funds from the State of Alabama School Foundation Program, Title I, Title II, Title III, Title V, and local sources are allocated based on the results of a comprehensive needs assessment to support the achievement of school-wide goals.

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).

At Tarrant Intermediate, the child nutrition program ensures students receive healthy meals to support optimal performance. The counselor uses the P.A.T.H. curriculum to address issues such as suicide awareness, drug use, bullying

prevention, and child safety. The Peer Helpers program offers peer support and addresses intervention needs, while the School Resource Officer (SRO) contributes to maintaining a safe learning environment.

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



TIS ACIP Signature Sheet 2024 25

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))

In the first six weeks of school, Tarrant Intermediate hosts its annual Title I meeting for parents, notifying them via newsletters, flyers in English and Spanish, and School Status notifications. The meeting includes a presentation on the school's curriculum, the Title I program and its services, the 1% set-aside, and parents' rights.

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.

To ensure all parents can participate, Tarrant Intermediate offers parent involvement activities at various times, including evenings for working parents and daytime for non-working parents. Meetings are conducted in both English and Spanish, and communication with parents occurs through face-to-face interactions, phone calls, and virtual platforms like Google Meet.

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).

Tarrant Intermediate incorporates parents' wants, needs, and concerns into the creation of the ACIP. The plan is submitted to the PTO for feedback and revised if needed. To develop the Parental Involvement Plan, surveys are distributed to parents at the end of each school year to gather input on activities, training, and materials. The Continuous Improvement Plan, including the Parent Involvement Plan, is reviewed, evaluated, and updated annually based on survey results and other feedback.

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

Tarrant Intermediate School primarily uses its parental involvement funds to provide materials and supplies that support and enhance parent engagement in the school program.

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))

Tarrant Intermediate School holds quarterly parent conferences to review progress reports, report cards, and student development. Academic information nights are organized to teach parents strategies and details about academic content. Teachers provide specific information about their child's learning and guide parents on scheduling conferences to discuss academic progress. Parents receive a handbook with detailed school information and the parental involvement plan. For non-English speaking parents, the school provides interpreters and documents in home languages, uses School Status for translation of messages, and communicates via ClassDojo.

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))

Tarrant City Schools reviews the School-Parent Compacts annually with the Federal Programs director and stakeholders during Federal Programs Advisory meetings. Parents receive a copy of the compact during registration and sign it electronically. The purpose of the compacts is explained to faculty at the first meeting, and teachers are responsible for explaining the compact to students. The compacts are stored digitally.

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

If a parent finds the plan unsatisfactory, they can submit their concerns in writing to the school. The school will then forward these concerns to the central office and the ACIP team for review.

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.

To enhance parent involvement and support a partnership to improve student achievement, Tarrant Intermediate School will:

- Provide materials and training to help parents assist their children, including literacy training and technology use.
- Host monthly literacy and numeracy nights and parent conferences, offering overviews of standards, resources, and information on individual assessments.
- Conduct an annual Title I parent meeting to explain Title I services and parental rights.
- Maintain a dedicated section on the school website with resources to help parents support their child's success.

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 Tarrant Intermediate School CIP Committee ensures that parent information and training align with the school's academic goals and addresses new technology needs. The committee organizes parent-teacher conferences and parent nights on topics identified as important by both the committee and faculty, focusing on academic achievement, attendance, and English language proficiency. Parental involvement meetings will be held on these topics, with related materials provided to parents.

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.

To enhance parent involvement and foster a partnership to improve student achievement, Tarrant Intermediate School will:

- Coordinate parent involvement programs with other federal programs and conduct activities, such as parent resource centers, to encourage active parental participation.
- Work with teachers through various meetings and training sessions to emphasize the importance of parental involvement.
- Collaborate with the parent facilitator to plan activities and provide materials aligned with school goals.
- Use Class Dojo and School Status to keep parents informed.

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.

To support effective parent involvement and enhance collaboration to improve student achievement, Tarrant Intermediate School:

- Provides information about school programs, meetings, and activities in accessible formats and languages whenever possible.
- Coordinates parent involvement programs to address the needs of all parents, with a bilingual translator available during most of the school day.

- Translates meetings and training sessions as needed and ensures alignment of activities with CIP goals through regular meetings between the parent liaison and stakeholders.

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.

To promote effective parent involvement and support collaboration for improving student achievement, Tarrant Intermediate School:

- Offers reasonable support for parental involvement activities based on requests from parents.
- Emphasizes the importance of parental involvement throughout the year.
- Schedules parent events during and after school to accommodate various availabilities.
- Considers and addresses all parental requests with the relevant personnel.

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))

Tarrant Intermediate School works to accommodate parental requests related to involvement in their child's education by:

- Sending flyers in multiple languages and employing translators to include families with limited English proficiency.
- Using School Status to translate messages into parents' preferred languages.
- Extending parent conference times to offer more opportunities for meetings with teachers.

- Collecting and addressing parent survey feedback to resolve issues and adjust training sessions and calendar events.
- Holding monthly parent nights after school hours to provide training on academic topics being taught throughout the year.

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

 TIS Coordination of Resources Comprehensive Budget 2023-2024 with CO 1.22.25






 TIS Coordination of Resources Comprehensive Budget 2024 2025 12.31.24

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)
 TIS ACIP Signature Sheet 2024 25		• 1
 TIS ACIP Strategy Map 2024 25		•
 TIS Coordination of Resources Comprehensive Budget 2023-2024 with CO 1.22.25		•
 TIS Coordination of Resources Comprehensive Budget 2024 2025 12.31.24		•
 TIS CSI Funding Rubric		•