



# 2023-24 West Forest Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Title 1 Schoolwide Diagnostic for ACIP 2023-2024

**West Forest Intermediate School**

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United States of America

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## Instructions

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

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

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

## 2023-24 Title I Schoolwide Diagnostic for ACIP

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

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

AimsWeb Benchmark testing was administered to all students grades 3-5 Fall and Winter 2022 and Spring 2023. Access was administered to EL students Winter 2023. ACAP was administered to all students grades 3-5 Spring 2023. Alternative assessments were available for administering in the event a student's IEP called for an alternative assessment. AimsWeb, ACCESS, and ACAP are computer based assessments.

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

AimsWeb Reading Spring 2022 Third Grade Tier I-57%, Tier II-12%, Tier III-31% Fourth Grade Tier I-77%, Tier II-6%, Tier III-17% Fifth Grade Tier I-70%, Tier II-7%, Tier III-23% Aimsweb Math Spring 2022 Third Grade Tier I-71%, Tier II-5%, Tier III-24% Fourth Grade Tier I-80%, Tier II-6%, Tier III-14% Fifth Grade Tier I-76%, Tier II-11%, Tier III-13% ACCESS 2022 Third Grade Level 1 (11%), Level 2 (15%), Level 3 (52%), Level 4 (19%), Level 5 (0%), Level 6 (0%) Fourth Grade Level 1 (9%), Level 2 (3%), Level 3 (22%), Level 4 (47%), Level 5 (16%), Level 6 (3%) Fifth Grade Level 1 (13%), Level 2 (21%), Level 3 (25%), Level 4 (38%), Level 5 (4%), Level 6 (0%) Alabama Comprehensive Assessment Program (ACAP) Spring 2022 ELA Third Grade Fourth Grade Level 1 (11%), Level 2 (36%), Level 3 (47%), Level 4 (6%) Fifth Grade Level 1 (8%), Level 2 (52%), Level 3 (35%), Level 4 (5%) Math Third Grade Level 1 (36%), Level 2 (41%), Level 3 (18%), Level 4 (4%) Fourth Grade Level 1 (30%), Level 2 (49%), Level 3 (17%), Level 4 (4%) Fifth Grade Level 1 (24%), Level 2 (51%), Level 3 (20%), Level 4 (6%) Science Fourth Grade Level 1 (14%), Level 2 (57%), Level 3 (26%), Level 4 (3%)

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

In regards to math, the use of a consistent math program has helped to increase West Forest Intermediate's math data. Based on the AimsWeb math benchmark and Alabama comprehensive assessment (ACAP) data, there was an adequate amount of growth from Fall 2022 to Spring 2023. Throughout the 2022-2023 school year, small group instruction was increased for English language learner students. As a result, 16 students tested out with proficiency in the English language. According to the ACAP Spring 2022 reading assessment, AimsWeb Spring 2022 reading benchmark data, and the implementation of the Alabama Literacy Act, continued support will be given to teachers to plan effective instruction in reading using strategies that align to the science of reading (LETRS, Reading Horizon's, and Heggerty). Support for the district will be given from the state and local administration throughout the school year. Opelika city school's local district coaches will support the West Forest Intermediate instructional coach in both reading and math for teacher success. An ARI reading specialist will check in monthly to ensure that the science of reading strategies are being used to ensure

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student reading success. Students will continue to receive targeted instruction in Reading and Math from all teachers, Title I teachers, instructional coach, special education teachers, EL teachers, and contract tutors.

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

Our student body population is currently at 367 students. Of the 367 students majority of the student body is categorized as high poverty. Our English language student body population is 151 out of 367 students. Of the 151 students, 101 students are serviced in our English language program. Over half of the students are in the below-average range in reading on grade-level testing. Based on teacher input, testing data, and growth charts, West Forest students and teachers will continue to gain support in literacy instruction.

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

School goals are based on a review of all applicable data. The highest need is in literacy across all grade levels. Priority for this school year is third-grade reading. All students were screened using AimsWeb and that data was used by teachers, instructional coach, and title 1 teachers to determine our targeted intervention groups. AimsWeb will be administered at the beginning of the school year, mid year and at the end of the year to track student growth. All Tier 2 and 3 students will be progressed monitored using AimsWeb. Weekly Professional Learning Community meetings will address grade-level instruction and assessment.

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

Continuous review of data provided through AimsWeb, AimsWeb progress monitoring, Imagine Learning, Dyslexia Screener, PST Data, district-created rubrics, grade-level assessments, formative assessments, and anecdotal records guide the creation of school goals.

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

Differentiated instruction (Tier I, II, and III) provided by classroom teachers, special education teachers, enrichment teacher, EL teachers, Title I teachers, instructional coach, contract tutor and support staff focus on student needs. Disadvantaged students receive intensive academic support and instruction. Celebratory events are held throughout the year for behavior and academics.

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

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1. Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Invest in curriculum and materials aligned to support instructional practices: Math - Investigations ELA - Benchmark Workshop, Voyager, Zaner Bloser Handwriting, Imagine Learning, Learning.Com, Storyworks, Scholastic News, Reading Horizons, Heggerty, Social Studies Weekly Provide explicit systematic whole and small group instruction to all students Meet weekly as a professional learning community to plan for instruction and discuss data. Guidance counselor will provide students weekly lessons to support our positive behavior plan: 3 Rs of West Forest Houses - In order to create a family-like culture in our school, students will be divided into 4 House groups: Sammana, Uvumilivu, Valor, Veritas Provide professional development on effective instruction for all content areas: Technology Expo - LETRS (Language Essentials for the Teachers of Reading and Spelling), Professional development on effective strategies for English Language Learners, Google Suites, Remote Learning

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.)

School Wide Behavior - We implement a school-wide positive behavior plan where students belong to a HOUSE throughout their years at West Forest Intermediate School. Students are recognized for following the school rules and showing good citizenship by earning house points towards a monthly house party. School-wide rules and procedures are posted throughout the school. Teachers and staff instruct and model appropriate behaviors. School counselor will provide classroom guidance lessons which support the WFIS positive behavior plan.

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.**

The following takes place before and after school each day: 1. Every morning students are required to read to increase their AR performance before going to class. 2. Students in third grade that have been identified with a reading deficiency will receive tutoring in reading. 3. Parent Academy and Curriculum Nights 4. Website and information letter sent home to inform parents of all the online resources that have access to for their child.

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.

Migrant-For all students enrolling in Opelika City Schools, an employment survey is completed to identify families that are migratory. If the students are in need of supplies or homeless, they are enrolled in the free/reduced child nutrition program and local agencies are contacted to provide services to support the family. Each school counselor is responsible for identifying and assisting families in need and contacting supporting outside agencies as needed. English Language Learners-All newly enrolled students complete a Home Language Survey to determine if students eligible for ELL screening. After the English proficiency level is determined for our English language learners the ELL teacher works with the classroom teachers to provide accommodations and sheltered instruction to aid in the children's mastery of the standards. The ELL teacher also works with English language learners in small groups to build background and increase vocabulary so that the content being taught in the classroom is more easily understood. Students are assessed with the Alabama State Department assessment (ACCESS) each spring to check their progress in acquiring and using the English language. Economically Disadvantaged-The school counselor connects families in need with community support agencies to provide school supplies, weekend food, and clothing for students in need. Our child nutrition program provides free/reduced meals for the students. There are ongoing partnerships with local agencies to provide families with assistance in economic recovery and stability to improve the academic success. Special Education-The IEP Team meets on a regular basis to ensure that the established goals and strategies are being implemented and met. If changes are needed, the IEP Team meets to determine revisions and next steps. Parents are included in the IEP Team. Neglected and/or Delinquent-Students that are considered "at-risk" are identified in grades 5-8 and assigned a "Transition Coach" to address issues concerning attendance, home life, parenting, and academics. Credit recovery is available through the school year and during the summer for students attending Opelika High School and the Opelika Learning Center. A partnership with Lee County Youth DevelopmentCenter (LCYDC) provides transitioning services for Opelika students placed in this facility to return to the school district as well as provide computer instruction for all students at LCYDC to work toward a high school diploma. Homeless Students-Students that are identified as homeless receive enrollment and family assistance through the Board of Education.Funding is set

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aside for academic and non-academic needs as cases arise. A partnership with local agencies allows for families to receive assistance in economic recovery and stability in order to improve student academic success. Each school counselor is responsible for identifying and assisting families in need and contacting community resources to address needs. We follow the McKinney-Vento Homeless Education Assistance Improvements Act.

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.

West Forest Intermediate uses Transact to translate documents for non-speaking English parents. Real Time Translation (RTT) mobile interpretation is used to communicate with non-speaking English parents.

6. What is the school's teacher turnover rate for this school year?  
Our classroom teacher turnover rate is 16.6%.

7. What is the experience level of key teaching and learning personnel?  
Our experience level of key teaching and learning personnel: Bachelor's Degree-25, Master's Degree-16, Specialist Degree-1, and Doctorate-1.

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)?

Our school supports new teachers by assigning a mentor teacher to guide them throughout the year. We have common grade level planning meetings to strengthen the grade level teams, which supports our new teachers by including them in collaborative planning communities, ensuring they have the needed resources to teach lessons, and keeping them up to date on all school activities. Teachers participate in weekly Professional Learning Communities to strengthen content knowledge and best teaching practices. Central office conducts a new teacher academy every year for new employees which is supportive for all new employees.

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

The data we collect from academic assessments is used to determine professional development. Teachers, Instructional Coach and Principal analyze the data and determine instructional needs for students. Teachers work with the instructional coach using the Results Based Coaching Tool to determine best teaching practices for these students.



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

Teachers, principals, paraprofessionals, and other school personnel participate in the following professional development: Math - Investigations 3, Math Teaching Practices, The Ongoing Assessment Project (OGAP) Multiplicative and Fractional, Geometry Content Building Science - Alabama Math Science and Technology Initiative (AMSTI) ELA - Language Essentials for the Teachers of Reading and Spelling (LETRS), Alabama Reading Initiative (ARI)

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.

New teachers participate in New Teacher Orientation through Opelika City Schools. This training provides information about system expectations, teacher evaluations, classroom organization and management, technology access, and curriculum and instruction. New teachers receive school based support by being assigned to a master teacher who guides them throughout the year. At West Forest, our weekly common planning provides guidance with their lesson planning and making sure new teachers have the resources they need to provide effective instruction. Also, the Instructional Coach provides ongoing support in effective instructional practices.

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

Teachers and principals have access to professional development activities during 1/2 day professional development days, as part of our Professional Learning Communities, and during the summer. Paraprofessionals attend meetings during the school day with the Title I Reading Intervention Teacher to train on intervention lessons.

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.

School Wide Behavior - We implement a school-wide positive behavior plan where students belong to a HOUSE throughout their years at West Forest Intermediate School. Students are recognized for following the school rules and showing good citizenship by earning house points towards a monthly house party. School-wide rules and procedures are posted throughout the school. Teachers and staff instruct and model appropriate behaviors. School counselor will provide classroom guidance lessons which support the WFIS positive behavior plan. WFIS will work to fully inform parents of all school events through our school website, monthly calendars, classroom teacher newsletters, automated messages, email, flyers, and other informative materials. Programs and special events are presented to encourage parent involvement. Parents have access to their child's work in

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Accelerated Reader and are kept current on their child's grades through PowerSchool.

14. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

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

N/A

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

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

In order to review the implementation of the school-wide plan, the principal and instructional coach (as well as system level personnel and administrators from other schools) participate in frequent instructional walk throughs. Formal observations are also conducted by the principal per the schedule. We examine AimsWeb, Access, and ACAP scores to evaluate our school wide academic program. The instructional coach and principal meet on a regular basis with each grade level to discuss academic instruction, strategies, needs, and student concerns.

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?

After each benchmark test is administered, data meetings are held to analyze the results. Instructional audits are also conducted quarterly to discuss student achievement and instruction.

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?

After each benchmark test is administered, data meetings are held to analyze the results. Instructional audits are also conducted quarterly to discuss student achievement and instruction.

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

NOTE: Not all schools receive all of the funding sources mentioned.

1. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Local school funds, system level funds, and Title 1 funds are integrated and coordinated into the financial management and instructional planning. This money is used to improve the academic achievement of the disadvantaged. See Section Coordination of Resources Comprehensive Budget for breakdown of expenditures.

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 coordinator of the Federal Programs collaborates and coordinates Title 1 funds with district administration, building principals, and other applicable staff. West Forest Intermediate School coordinates with the system-level programs that serve English Language Learners, homeless students, and students qualifying for Migrant Education program services. A majority of students attending school qualify for free/reduced lunch. The system also coordinates the National School Lunch Program to meet the needs of students. West Forest Intermediate School has also been granted a Fresh Fruits and Vegetable Grant from the USDA that provides daily snacks to all of our students.

## 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.

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☐ NO

☐ N/A

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.

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☐ 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.

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

☐ N/A

## Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Open House/Curriculum night was Thursday, August 26, 2021 at 5:30 pm. Teachers discussed curriculum and classroom expectations. The Title I parent information was presented virtually September 27, 2021. The school improvement plan is available online on the school website, in the front office, and media center for parent review.

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.

West Forest Advisory Committee assist in developing the ACIP through meetings in the summer and once school starts in August. They play an integral part in revising this plan. It is our goal at West Forest to strengthen the quantity and quality of parental and family involvement. The budget is shared with advisory committee monthly and explanations are given by the principal. Meeting times for parents are made at different times of the day and on different days of the week. Parents at West Forest can serve on the PTO board or the Parent Advisory Committee. The ACIP is presented to parents during one of the PTO Board Meetings and Parent Advisory Meetings. The plan is also available during Open House. Funds are used to provide parent workshops and materials to assist parents to academically support students and for needs based on the survey results. Once the ACIP document is completed and board approved, the ACIP is available in the school office and media center.

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).

West Forest Advisory Committee assist in developing the ACIP through meetings in the summer and once school starts in August. They play an integral part in revising this plan. It is our goal at West Forest to strengthen the quantity and quality of parental and family involvement. The budget is shared with advisory committee monthly and explanations are given by the principal. Meeting times for parents are made at different times of the day and on different days of the week. Parents at West Forest can serve on the PTO board or the Parent Advisory Committee. The ACIP is presented to parents during one of the PTO Board Meetings and Parent Advisory Meetings. The plan is also available during Open House. Funds are used to provide parent workshops and materials to assist parents to academically support students and for needs based on the survey results. Once the ACIP document is

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completed and board approved, the ACIP is available in the school office and media center.

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

Student planners are purchased for teacher/parent communications. Curriculum nights called Family Fun Nights are scheduled twice a year. One night is devoted to reading or math and science/ social studies are accommodated at each event.

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))

The school website, Google Classroom, monthly calendars, parent letters, automated calling system, quarterly Parent Advisory Committee meetings, quarterly Parental Involvement Advisory meetings, quarterly PTO programs, Problem Solving Team (PST) meetings, emails, and parent teacher conferences are provided to enhance parent communication. Parents are involved in the planning and implementation process by offering ideas, suggestions, participating in/reviewing the ACIP. The Title 1 program handout and PowerPoint presentation is available for parents to read. A Home Language Survey is sent home at the beginning of the year to all new enrollees and is kept in the child's folder. In addition to the classroom teachers, the ELL teacher serves the needs of non-English speaking students and communicates with parents as needed. Certified staff can use Transact and translators to make sure the information is sent home in language parents can understand.

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))

West Forest and its members of the PTO have adopted the Alabama State Department of Education's Parental Involvement Resolution. These six standards include: communicating, parenting, student learning, volunteering, school decision-making and advocacy, and collaborating with community. Based on this resolution, parental involvement takes precedence at West Forest. The West Forest Intermediate community recognizes the importance of parent involvement to reach individual student goals for student success and successful completion of high school requirements for graduation. In an effort to facilitate this involvement, a plan has been formulated and it is outlined in this report. Educational research clearly shows that parents who are actively involved in their child's learning at home help

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their children become more successful learners in and out of school. In our efforts to improve student achievement, West Forest Intermediate has established objectives and will implement strategies to increase parent and community involvement within our school. The School-Parent Compact is in our parent handbook. Parents review the School-Parent Compact with their child, sign and date it and it is kept on file. Parents are presented information about Title 1 programs, our curriculum and student expectations through Open House, Curriculum Nights, email, mid-quarter reports, quarterly report cards, newsletters, parent-teacher conferences and at Title 1 meetings. The School-Parent Compact is reviewed each year at the system level. Parents are also involved through PAC meetings system-wide committees, school-level committees and parent conferences.

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

Four Parent Meetings will be held throughout the year (Advisory Meetings) to review and ask input from parents concerning the functioning of West Forest Intermediate. Comments of dissatisfaction can be addressed during these meetings or with the principal or guidance counselor throughout the year. If a parent disagrees with any portion of the Continuous Improvement Plan, they may bring their concern before this committee at one of the quarterly meetings. If a concerned parent feels their issue has not been resolved, they may take their issue to the Opelika City Schools' Federal Programs Director. A yearly parental survey is conducted to allow parent input and to guide the ACIP.

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.

When parents and schools work as partners, student achievement increases and students develop positive attitudes about school, self, and life. A Parent Advisory Committee (PAC) consisting of five - six members is involved in the decision making process and is responsible for PTO meetings and other various functions throughout the school year. The PAC meets quarterly and stresses parental involvement. In these meetings, various topics range from AimsWeb to parent nights. There is a parenting center located in the school and contains many resources to assist parents in strengthening their parenting skills. Parents receive graded papers weekly and are encouraged to sign them. Parents also receive



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compacts, report cards, mid-quarter reports, grade-level benchmarks, high stakes assessment (ACAP) parent reports, a monthly calendar, lunch menu, and parent-student handbook. Parents are recommended to have conferences throughout the year. Honor ceremonies are held four times a year and are strongly attended by parents. Parents are involved on committees and this is an excellent way to learn how the school operates. A parenting coordinator plans and coordinates all parenting activities provided at school.

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 parenting coordinator and guidance counselor plan semester family fun nights and parent academies. These days & nights are intended to assist parents in helping students with educational concerns. During these nights, teachers work with parents to make math games, demonstrate comprehension skills and teach parents how to assist with test-taking skills. During Technology Night, software programs and our learning links page on our website is shared along with Imagine Learning, Pearson Realize, Brain Pop, Learning.com, Weekly Writer, Accelerated Reader, PowerSchool, Capstone and E Reader sites are demonstrated for parents. During Curriculum Night, parents will receive information regarding the focus of learning for the year. Parents will also receive AimsWeb information to enable them to become knowledgeable of the yearly benchmark targets. Parents are also invited to attend testing informational workshops to keep them abreast of current state requirements of achievement. Workshops will be conducted to train parents in ways they can contribute to their child's progress. Ideas will be shared for monitoring attendance, completing homework, and opportunities provided for volunteering at West Forest Intermediate.

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.

West Forest Intermediate implements and coordinates parent programs in order to build ties between home and school. In addition, formal compacts between parents, school community, and students will be employed to specify everyone's contributing role in reaching the individual Strategies to increase parental involvement. West Forest Intermediate School parent-teacher conferences will be held periodically to relate individual student's achievement to parents. Parents will be informed of their student's academic progress every four weeks through the Progress Report, and a formal Report Card will be sent home every nine weeks. Parents will also be encouraged to participate in their student's class and observe classroom activities and given the opportunity to suggest other activities that would provide additional parental support.

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

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

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

When parents and school work as partners, student achievement increases and students develop positive attitudes about school, self, and life. A Parent Advisory Committee (PAC) consisting of six members is involved in the decision making process and is responsible for PTO meetings and other various functions throughout the school year. The PAC meets monthly and stresses parental involvement. In these meetings, various topics range from ACAP preparation to parent nights. There is a parenting center located in the school and contains many resources to assist parents in strengthening their parenting skills. Parents receive graded papers weekly and are encouraged to sign them. Parents also receive compact, report cards, mid-quarter reports, grade-level benchmarks, AimsWeb parent reports, a monthly calendar, lunch menu, and parent student handbook. Parents are recommended to have conferences throughout the year. Honor roll ceremonies are held four times a year and are strongly attended by parents.

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Parents are involved on committees and this is an excellent way to learn how the school operates.

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.

In order to provide information in a language that ELL parents can understand, West Forest utilizes a calling service called RTT. We also use Google Translate, Transact, and translators for basic letters into over forty languages. The ELL teacher also comes for important meetings with parents in order to translate. OCS contracts with outside translators to help with different school events and letters. Most Correspondences are translated at the central office level for ELL parents. West Forest Intermediate School has an open door policy that encourages parents to visit the school. Our parent involvement meetings are designed to provide parents with resources and materials they need to become more effective and actively involved in their children's education. We will continue to provide our parents and community with various forms of communication, including translations such as the parent/student handbook, newsletters, flyers, parent center in the main office, and PTO information. A fifth ESL teacher was hired this year for the system.

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))

In order to provide information in a language that ELL parents can understand, West Forest utilizes a call line called RTT and a computer program called Transact. This program will translate basic letters into over forty languages. The ELL teacher and other contract interpreters are available for meetings and conferences. Documents are sent home in English and Spanish versions.

## Coordination of Resources - Comprehensive Budget

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

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

●


○ No

## eProve™ strategies: Goals & Plans

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

- - NO

# Attachment Summary

Attachment Name	Description	Associated Item(s)
<div> WF 2023-2024 Coordination of Resources</div>		<ul style="list-style-type: none"><li></li></ul>