

2019-2020 Title I Schoolwide Diagnostic for ACIP _07082019_11:27

2019-2020 Title I Schoolwide Diagnostic for ACIP

Billingsley School
Angie McLean
2446 County Road 77
Billingsley, Alabama, 36006
United States of America

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2019-2020 Title I Schoolwide Diagnostic for ACIP

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.

2019-2020 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through an evaluation of test data, parent surveys and teacher surveys. Faculty met by grade level and departments to disaggregate and analyze handwriting proficiency scores (grades K-3), DIBELS, Performance Series, AAA and ACT data from the 2018-2019 school year. In addition, data related to school culture (SIR reports and attendance reports) was examined. The RTI universal screening of all students enables teachers and staff to establish an academic baseline to identify learners who need additional support. This information was used to develop lesson plans as well as Tier II, small group within the classroom, Tier III, and individualized instruction.

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

Strengths: 76% of Kindergarten students were at Core Support on DIBELS at the end of the 2018-2019 school year 100% of students in grades 3 through 8 participated in the state assessments Third grade was at Level 3 Alabama Proficiency on Scantron Performance Series 60% of third grade students met annual growth target in Reading on Scantron Performance Series 63% of third grade students and 67% of sixth grade students met annual growth target in Math on Scantron Performance Series 64.91% of fifth grade students were at Ready Percentage or Exceeding Percentage on Scantron Performance Series 52.28% of third grade students were at Ready Percentage or Exceeding Percentage on Scantron Performance Series 100% of students scored Level III on the Science AAA and 60% of students scored Level III on Math AAA Grade 3 had a gain of 74 on the Autauga County Schools Handwriting Rubric The number of students with 10+ absences for the 2018-2019 school year decreased by 13.33% (345 to 299) There were no infractions of disorderly conduct and no expulsions for the 2018-2019 school year Weaknesses: 19% of First Grade students were at Intensive Support at the end of the 2018-2019 school year Alabama Proficiency Benchmark Scores at Level 2 for all grades (3-8) in Reading and grades 4 through 8 in Math on Scantron Performance Series 29% of seventh grade students met annual growth target for Reading on Scantron Performance Series 32% of fifth and eight grade students met annual growth target for Math on Scantron Performance Series 26.95% of students in grades 5 and 7 were at Ready Percentage or Exceeding Percentage for Science on Scantron Performance Series 20% of students scored at Level III on Reading AAA Kindergarten had a gain of 15 on the Autauga County Schools Handwriting Rubric 299 student had 10+ absences during the 2018-2019 school year The number of infractions for defiance, disobedience, fighting and other incidents increased The number of teacher absences for the 2018-2019 school year was 447 days

3. What conclusions were drawn from the results?

Performance Series data indicates growth. However, the growth does not bring Billingsley School students to the national average in all subject areas. DIBELS data show the need for intensive instruction to move students toward Core Support. The results from discipline reports show an increase in infractions and the need for a different approach to classroom discipline as related to the expectations established by PBIS. Absenteeism for students decreased the last school year. However, the number of individual students with 10 or more absences and the number of teacher absences remains a weakness.

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

Billingsley School is a generally safe school with few major discipline offenses. Billingsley School has a graduation rate of 85% for the Class of 2018 and a need to decrease the number of

dropouts. There is a need to increase college/career readiness. A need to address school attendance with parents and stakeholders is present. Parent surveys indicate a need to more clearly communicate with parents regarding ways to be involved in their child's education and the school's academic goals.

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

The goals of Billingsley School are based on ACT, Performance Series and DIBELS results as well as other indicators (attendance, discipline, parent input). These goals are to improve the assessment results in literacy and mathematics, increase attendance, decrease discipline infractions and improve parent perceptions of educational involvement. Continuous instructional improvement in the classroom can lead to a decrease in the amount of office referrals, absenteeism, and retention rate.

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

The goals were based on the results from the following assessments: - ACT - Performance Series - DIBELS -AAA -Autauga County School Handwriting Rubrics Demographic and school climate data were also considered.

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

The goals of Billingsley School strive to ensure that all students achieve academically at their maximum potential through differentiated and tiered instruction.

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

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.

Rtl PBIS Attendance Initiative (Bears R Here) Differentiated Instruction Accelerated Reader SplashMath Compass Learning Lexia Performance Series Express Science in Motion (two high school teachers trained and receive materials/kits through this initiative) Flex schedule with block periods on two days a week (provides longer instructional time one day per week for each class) Dual enrollment partnership with University of Alabama, Troy University, AUM and Central Alabama Community College ACCESS classes offered to provide students with different course offerings than available on campus

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.)

Partnership with Montgomery Mental Health; provides school-based counseling for students
 Partnership with Family Sunshine Center CARES; provides school-based counseling for students and training for staff related to Trauma Informed Classrooms Partnership with Helping Families Initiative; provides support for students and families Partnership with the Juvenile Court to help address truancy issues Autauga County Schools Social Worker to assist students and parents
 Mentoring program for all students in grades 7-12; offered during Den period Career Coach works with students in grades 7-12; investigating career interests, options after high school graduation
 High School counselor schedules presentations by post-secondary schools (colleges/universities and career/technical schools)
 High School counselor provides opportunities for students to attend College and Career Fairs
 Dual enrollment classes may be taken by interested students
 PBIS for all grades K-12; school-wide expectations, rewards for meeting/exceeding the expectations, monthly celebrations, Student of the Month recognition
 Rtl for all grades K-12; monthly meetings to monitor progress
 Attendance Initiative (Bears R Here); class selects a small reward when all students have been present ten days

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.**

Billingsley School does not have an after school program. Students do have access to several online platforms to have additional practice and/or instruction from home. These online platforms include Compass Learning, SplashMath, ZB Portal for handwriting (grades K-6) and Lexia. Some teachers volunteer for after-school tutoring for students as needed.

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 the present time, Billingsley School does not have any students identified as Migrant. Students who are identified as English Learners are screened to assess their level of English proficiency. If the student has a qualifying score, the EL contact at the school with the teachers and parents of the student develop an EL plan to provide the student needed assistance in gaining proficiency in the English language. The school system has employed an EL specialist who comes to the school to work with the students and collaborate with the teachers. Special Education Students are identified through the evaluation process in place for the county. Many of these students receive interventions within the classroom through Rtl prior to referral and placement in special education. Once placed, the students are provided services, accommodations, modifications and transition services as outlined in each student's Individualized Education Plan. The needs of Economically Disadvantaged Students, Neglected Students and Delinquent Students are addressed through Rtl and other programs such as Child Nutrition Programs, school-based counseling and/or referrals to community agencies. Homeless Students are provided support beginning with the enrollment process; the office staff assists the parent/guardian in gaining as much of the required enrollment items as possible. The students are eligible for free breakfast and lunch at the school. They are also provided assistance with fees for classes, field trips, activities, etc. (These may be waived or provided through a local contribution). Supplies and self-care items are available as needed by the students.

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.

The school makes use of TransAct to translate information sent to parents. The parents are also given the opportunity to come in to meet with the teachers. There is a teacher on staff who can translate for the parents of our EL students.

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

23% Several teachers chose to resign from Billingsley to continue teaching careers at other schools; one teacher chose to pursue another career. Two teaching units were not renewed due to a drop in student enrollment. In addition to these changes, the Assistant Principal from last year is serving as Principal this year.

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

Teachers with Degrees Beyond Master's: 4 Master's Degree teachers: 29 Bachelor's Degree teachers: 13 Secondary Teachers with less than 3 years experience: 2 Elementary Teachers with less than 3 years experience: 1 One teacher will complete requirements for Master's Degree in December 2019

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)?

Every effort is made to employ teachers that are highly qualified beginning with the recruiting, application and interview process. Autauga County School System is very involved in attracting high-quality, highly-qualified teachers to our school system. Administrators attend job fairs at local universities where prospective teachers have the opportunity to learn about our county, while county personnel have the opportunity to informally interview teacher candidates. Before the official interview process, transcripts of each applicant are examined thoroughly by our county officials. If a particular good applicant is not highly qualified, inquiry is made as to plans of the candidate to meet this requirement. Once interviews are complete, new teachers are hired and placed according to certification, experience, preference, specialized training etc. All Autauga County job openings are advertised on the Alabama Department of Education website. Openings are also posted at the county office and each individual school in school in the county. The high school special education teachers co-teach with highly qualified teachers to implement and ensure IEPs are being followed.

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

Academic assessment data is used to determine weaknesses and areas of improvement. Based on those identified needs, professional development will be offered/provided to equip teachers to meet the needs of our students through a variety of strategies and best practices.

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

Through a recent survey, teachers indicated a desire for training on the use of Smart Boards and Interactive Displays as well as training on the ACAP Summative test. The principal attended a New Principals Conference at the beginning of the 2019-2020 school year. Several faculty and staff members received training from CPI as related to properly handling physical behaviors in students. Two high school science teachers are participating in Science in Motion. The principal and Reading Specialist are participating in the ARI Leadership Learning Lab. The counselors will attend the Alabama Counseling Association Annual Conference. Teachers are also provided information about professional development opportunities.

11. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

The county orientation for new teachers gives the new teacher excellent professional development/in-service opportunities including but not limited to Lee vs. Macon, Inclusion, and Working With Parents. In addition to this, mentor teachers are appointed to new teachers at the school level. This provides on-site guidance and emotional support for the first year teacher. This assures that

the novice teacher will be - 1) familiarized with basic school/classroom procedures, 2) given curriculum guidance, 3) given support in the areas of time management and student behavior management, 4) given academic and emotional support, and 5) given guidance on effective teaching plans and strategies. The school's Sunshine Committee has also implemented morale boosters for all faculty and staff: teacher of the week, treats, special lunches, duty-free lunches, etc.

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

Grade-level and Departmental meetings are held at a minimum of one time per month and more as needed. Teachers attending professional development share information gained with their colleagues in scheduled "turn-around training". Seasoned educators also assist new teachers with information they can use in their classroom to enhance their teaching abilities.

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.

Registration for incoming Kindergarten students is offered in the spring of each year. During the summer, these students and parents are invited back to the school for a tour of the school and participation in a screener for incoming Kindergarten students. The high school counselor meets with sixth grade students in the spring of each year for seventh grade registration and a tour of the high school wings of the school. Many of our younger students are not familiar with these halls as they do not travel them on a regular basis. The high school counselor meets with eighth grade students and their parents in the spring prior to entering ninth grade. This meeting is held in the evenings to allow parents the opportunity to attend and gain information related to class offerings and diploma options for grades 9-12. The high school counselor meets with Seniors and parents to assist with college applications and FAFSA completion in the fall of their final year at Billingsley School. Students have the opportunity to meet with college recruiters, tech school recruiters and military recruiters at presentations and lunch "meet and greet" scheduled by the high school counselor.

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)

All homeless, migratory, and EL students must have equal access to the same free appropriate public education, which includes public preschool education provided to other children and youth. All homeless, migratory, and EL students are provided with the opportunity to meet the same challenging state content and state student performance standards, to which all students are held, without being stigmatized or isolated. Procedures and services offered are: - Small Group Instruction - Pull out services - Autauga County Homeless and Migrant Children Contact - Various Community Agencies (Family Sunshine Center, Montgomery Area Mental Health) - Autauga County EL Contact - Autauga County Social Worker

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?

Elementary teachers and administration meet monthly for data meetings to assess academic progress and growth. DIBELS is administered three times per year and utilized by teachers to address the specific reading needs of individual students in K-2. Performance Series Express tests are administered to students in grades 2-11 for screening and for instructional purposes. The RTI universal screening of all students enables teachers and staff to establish an academic baseline to identify learners who need additional support. Universal screening is three times a year. Progress monitoring will take place weekly for RTI students to document progress or lack of progress to make an informed decision based on data for instructional purposes. High school teachers and administration conduct data meetings by department/content areas. Teachers in grades 5-11 use Compass Learning to meet the individual learning needs of students, especially those experiencing difficulty.

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?

Faculty members examine the academic growth of all students and monitor the closing of achievement gaps among subgroups through statewide assessment data.

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 Continuous Improvement Plan will be monitored by the committee throughout the year as well as reviewed and revised annually to determine academic needs and strengths. Goals and progress will be reported to all stakeholders, including faculty, staff, parents, and community citizens through faculty meetings, newsletters, school website, parent Facebook page, parent meetings and workshops, School Messenger and parent conferences.

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.

The administration and leadership team collaborate to ensure that the academic needs of our students are met through the coordination and integration of Federal, State and Local Programs and Resources. This is accomplished by PLP, lesson plans, classroom observations, collaboration of instructional coaches, walk-throughs, and data meetings.

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).

Although Title 1, Title II and State funds are not used in support of violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training programs, Billingsley School coordinates and collaborates with those programs to support transitioning. The support for violence prevention programs is conducted through counseling of students in a classroom setting by the school's guidance counselors as well as small groups coordinated with the Family Support Center in Prattville. Students have the opportunity to attend vocational and technical education classes both at the district's technology center and Billingsley School.

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



Fall acip 2019 Signature sheets

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% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The annual Title I meeting was offered at two different times, 8:00 a.m. and 6:30 p.m. on September 9, 2019. The presentation consisted of a PowerPoint explaining Billingsley School's participation in Title I and the requirements of Title I. Additionally, quarterly Title I parent meetings are held to address topics requested by parents.

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 Title I parent meetings have a morning session and an evening session to accommodate parents desiring to attend. Additional meetings may be scheduled as "Learn and Lunch" opportunities; parents attend a brief meeting and then have lunch with their child in the school's cafeteria.

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

Parents are asked to complete a parent survey in the spring of each year. The parents are informed of the survey through announcements on Parent Involvement FB page, INow Home Portal, School Messenger and the school's website. The results are used as part of the information to guide the Title I program. Some parents are also part of the school's Title I committee. Meetings are held three times a year. Meetings may be digital meetings through emails, face-to-face and/or phone conferences. Billingsley School also has some parents who attend the annual federal programs meeting hosted by the county in the spring of each year.

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

Parent involvement monies will be used to purchase magnetic school calendars with the school's contact information and important dates listed for the school year. Home to School folders will be purchased for students to use when transporting important papers between home and school. Supplies used for monthly parent communication (school calendars, newsletters) will be purchased. Supplies to use in parent meetings and the Parent-Family Engagement Room will be purchased.

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))

Billingsley School has access to TransAct, an online platform that can convert documents to the language best understood by the parent.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

As outlined in the School-Parent Compact, each stakeholder has duties in the education of each student. The school provides high-quality curriculum, supportive learning environment, host parent conferences, reports on student progress, access to staff, opportunities for parents to volunteer and meaningful communication between home and school. The parent ensures the child is at

school regularly and on time, provides a place for homework completion, encouragement to read daily, ensures the child is getting rest, volunteers at school, attend parent meetings and conferences, communicates with the school about child's progress and supports discipline policies of the school. The student will accept responsibility for own behavior, give best effort on assignments, attend school regularly, be attentive in class, complete and return assignments and give the parent all communications from the school. The School-Parent Compact is reviewed annually by the Title I committee. This committee is comprised of faculty and parents. It is at this time of annual review, parents have the opportunity to make suggestions as related to changes or clarifications. The School-Parent Compact is a tool for teachers/parents to use during conferences regarding a student's progress throughout the school year.

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

Once approved, the school's aCIP is posted on the school's website for parents to download and review. Parental dissatisfaction with the aCIP should be addressed by submitting a letter to the principal including the parents' name, address, telephone numbers, child's name, and stating the specific nature of their concern. The principal, upon receipt of the letter and within an acceptable time period, will discuss the issues with the parent by telephone, letter, or conference. If there are still concerns, they may contact the Federal Programs Director of the Autauga County Board of Education. The school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education. Parental concerns will be treated with respect and genuine interest.

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.

Materials purchased will be located in the Billingsley School Parent-Family Engagement Room. Computers are available for parent use in the library and the Parent-Family Engagement Room. Faculty and staff are prepared to assist parents at flexible times to ensure training in the use of technology. Parents will be encouraged to utilize the resources available to them by: Announcements made at local sporting events, School Messenger, school newsletters, Parental Involvement Facebook page, calendars, report cards, progress reports, weekly folders, teacher web pages, parent booth at local functions, and school website. Parents are invited to attend Parent Meetings that address the Title I requirements, diploma options, and state-mandated testing. Parent conferences are flexible; teachers and faculty are available upon request to assist parents in the understanding of individual student results.

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.

Professional Development will be implemented to encourage school personnel with new ideas on how to reach out to parents as equal partners. Teachers are encouraged to attend all school functions and to be available to parents at various times. Every possible effort is made to keep communication between parents and the school open.

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.

Parents, grandparents, and family members are encouraged to visit throughout the school year. During the first week of school parents are welcomed to the school and encouraged to assist in the transition period from home to school. Parents are encouraged to attend meetings related to diploma options for students entering 9th grade the following year. Additional family engagement meetings are Literacy Night, Digital Dangers for Parents, FAFSA workshop, Muffins with Mom, STEM Night, Doughnuts with Dad and transition meetings for 7th grade and incoming Kindergarten students.

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.

Information related to school and parent programs, meetings, and activities is sent home with students via monthly school calendars. The monthly calendar is also posted on the school website, in the front office, on the display board at the front of the school and in the Family-Parent Engagement Room. The information on the monthly school calendar is also listed in INow announcements. Parents who purchase access to INow Home Portal have access to these announcements. School Messenger is used to send phone reminders about upcoming meetings and activities. Many teachers use Class Dojo and Remind to keep parents informed of upcoming classroom and school events. The school has a Parent Involvement Facebook page where information is posted for parents.

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.

Parents who express a need from the school will receive full support from the staff. Every effort is made to either assist the parent in the manner needed or to refer the parent to the correct person or agency. The counselors, bookkeeper, secretary, nurse, lunchroom staff, custodians, teachers and administrators all work diligently to ensure that all needed support is given in a timely manner. Three computers are housed in the Parent-Family Engagement Room for parent use.

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))

The use of TransAct will provide access to providing the information to parents in a language they can understand.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

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



 [Coordination of Resources 2019](#)

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) |
|--|--------------------------------------|--------------------|
|  Coordination of Resources 2019 | Title I and II budget information | • |
|  Fall acip 2019 Signature sheets | Signatures of acip committee members | • 1 |