

## 2020-2021 Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

**Prattville Elementary School**

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## 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.*

## Title I Schoolwide Diagnostic for ACIP

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

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

Prattville Elementary School is very diligent about using data to guide our instruction in the classroom. Our teachers are given the Performance Series results for their students from the previous year. The Fall Performance Series assessment will be administered in the Fall. All teachers will receive their current students data to analyze. Teachers are able to form groups based upon instructional needs, plan for instruction, and identify any at-risk students. Data is discussed, gains are celebrated, and strategies are determined for our struggling students during RTI meetings. The school counselor applies a Universal Screening formula with data for every student that is used to identify students who will need Tier II and/or Tier III RtI led instruction. As a Title I school we have conducted parent, student, and teacher surveys that will help assess our needs in planning and implementing programs and resources that meet the need of our students and community.

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

The Performance Series data indicates several academic needs in reading, and math for both 3rd and 4th grades. Teachers use the fall Performance Series data for our current students to create our academic goals and strategies for the aCIP. After conducting parent surveys we are going to focus on communicating available resources in the community for families.

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

Prattville Elementary School will be using various strategies and activities during instruction to improve our growth and proficiency percentages in math, and reading on Performance Series. Our Title I parent involvement funds have been used to create a parent resource room in order to provide our parents with the tools necessary to help their children at home. We will also hold parent and family engagement activities throughout the year.

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

In order to reach the needs of parent involvement and communication students take home their "folder" every week, which lists grades, teacher communication, and so forth. Take home folders were purchased with Title I parent involvement funds this year. Parents also receive progress reports midway through the nine weeks which has a grade for every subject. A report card is sent home every 9 weeks. Parents are notified through additional communication if their child is struggling and their specific weaknesses are being addressed through RtI. Parents also have the opportunity to purchase INOW Parent Portal to monitor grades, attendance, and discipline. PES uses a variety of communication tools including school messenger, the school's website, REMIND, and NotifyMe. We use a variety of assessments in both 3rd and 4th grades- Performance Series, Accelerated Reader, STRIDE, 9 week tests in reading, Dibbles and Star Math for 3rd grade, and teacher made tests are used to assess achievement in subject areas. This year we will be taking the new state assessment ACAP for the first time in April. We also utilize assessments that are part of the math textbook, basic facts timed tests, Math Facts In a Flash, and content standard/topic tests that are also part of the math textbook. All assessment results are used to help identify students who are at risk of failing in an academic area. More intensive instruction is given to those students who fall into our at-risk category (i.e. - progress monitoring, small group instruction, and intervention). The Title I funds and school fundraisers will be used to help improve assessment and instruction.

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

Our school goals are directly related to our needs assessment. Academic goals are based on data provided from multiple assessments of achievement in subject areas. Parent, teacher, and student surveys have shown a need for improving communication, parent resources, and updating technology. Our Title I funds are being used to purchase technology to improve instruction in the classrooms. The additional parent involvement money will be used to purchase resources for our parent resource room, and our parent and family engagement activities throughout the year.

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

Our goals are based on data obtained through Performance Series, AAA, parent/teacher/student surveys, school demographics and Student Incident Report (SIR). All data is analyzed by our leadership team and teachers before goals are decided on by our aCIP/Advisory committee.

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

Prattville Elementary School uses data that includes all students. Currently our academic goals are based on our fall Performance Series data showing our lowest skill areas in math and reading. These goals will be adjusted as needed after we complete our winter Performance Series testing. Response to Instruction (RtI) is a program utilized throughout the building to help identify students who struggle in specific subject areas (math and reading), this program is also used with students who have behavior issues. The parent resource room will provide many tools for students/parents that are disadvantaged. These students can also receive enrichment activities through our 21st Century Community Center, our Discovery Daze after school program.

## 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.

Provide explicit instruction focusing on long passage and non-fiction text features. Provide increased opportunities for fact fluency/ fact practice and increase higher order thinking. Invest in curriculum materials aligned to/in support of instructional practices that promote personalized learning. Utilize departmental planning time for collaboration and professional development training monthly throughout the year. Implement programs that are data driven to motivate teacher instruction and student learning. Utilize departmental planning for collaboration and professional development. Invest in interactive apps and programs for student retention and increased skills ability. Provide instructional practices and strategies to improve student mastery."

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.)

Family and Parent Engagement - Increase family and parent engagement with activities and resources. Math Fact and Fluency - All teachers will provide effective instruction and opportunities for students to increase math fact fluency. Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement

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.**

Prattville Elementary School provides support and reinforcement of academic skills beyond the regular school day through the 21st Century Community Learning Center. The purpose of this program is to teach our students social skills that are necessary to become lifelong learners and productive citizens. 21st Century, Discovery Daze program is every day from 3:15 p.m. to 5:30 p.m. This program provides an array of enrichment academics, guest speakers, fun activities, character building, recreational and performing arts.

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.

It is official policy of the Autauga County Board of Education that no person in Autauga County Schools shall, on the basis of race, color, handicap, sex, religion, creed, or national origin, be excluded from participating in, be denied the benefits of, or subjected to discrimination under any program, activity, or employment. Each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students have equal access to the same, free, and appropriate public education provided for every other child. Each child in Autauga County shall be provided 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. It is the intent of Autauga County Board of Education to identify migratory students in need and to provide them with the needed tools of a successful education and to reach high standards. In addition to school-based services, referrals may be made to community organization to connect students with agencies with resources beyond the scope of the educational system.

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.

Our EL coordinators, school and county, work with translators to communicate effectively during meetings. They also use TransACT to communicate important information and data as needed.

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

For the 2020-2021 school year, PES had two teachers transfer to different schools in the county. PES had two teacher transfer to our school from another school in the district and one new teacher was hired.

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

Only 1 of our teachers is not highly qualified. 82% of the teachers at Prattville Elementary School have 4 years or more teaching experience, and the other 18% have less than 3 years 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)?

na

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

We use school and county teacher surveys to get teacher input on planning professional development during in-service days. Performance Series data is used to assess academic weaknesses to provide professional development activities to improve in those academic areas. We also use Educate Alabama, teachers develop their Professional Learning Plan (PLP) at the beginning of the year. Their individual plan is developed on the results of their self assessment survey. After the survey, the teacher meets with an administrator and the PLP is written. Specific actions or strategies are utilized by the teacher during the academic year, that directly reflect professional learning, growth, and impact on students. If a teacher is on cycle for evaluation, these PLP goals are monitored through formal and informal evaluation by administrators. Teachers are also encouraged to enter evidence for each goal selected for the PLP. Two formal unannounced evaluations are conducted throughout the year, and both parties meet at the end of the cycle to close out the evaluation. Individual professional development activities are decided on by teachers based on their PLP. School wide professional development is based on the school/teacher needs identified in parent/teacher surveys. \*DUE TO COVID-19 we do not have state assessment data.

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

State, federal, and local funds are used for teacher and administrative job-embedded professional development, and parental involvement. Teachers often request professional development and these needs are met either within the school, at the district level, or at workshops/conferences.

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.

Mentor teachers are appointed to new teachers at the school level. This provides on-site guidance and emotional support for the first year teacher. With these experienced educators, we can be assured 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. Additionally, teachers work closely with their pair teacher and are able to use that person as a constant source of information regarding procedures, policies, etc.

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

State, federal, and local funds ensure that job-embedded professional development occurs every year throughout the year. The type of professional development changes each year based on needs assessed from teacher/parent surveys that are conducted annually.

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.

Explicit Instruction - Teachers will provide explicit and effective differentiated instruction throughout the day in their classrooms.

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)**

NA

### **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?

Prattville Elementary School is very diligent about utilizing data to guide our instruction in each classroom. The teachers are given the results of their students' Performance Series Assessment. The teachers also have each student's Elementary Reading and Math Progress Card, which shows the student's previous grade unit test scores and nine weeks report card average. During in service prior to the opening of school, the principal incorporates time for grade level and departmental meetings. The teachers thoroughly look over the Elementary Programs Guide (EPG), analyze students' assessment data, and share ideas and strategies that work for students' success. This enables the teachers to make instructional decisions, improve curriculum, and design assessments. We have monthly grade level and departmental meetings and quarterly data meetings during the teachers planning period to include all homeroom teachers and resource teachers. During these meetings we discuss students' data, celebrate students' gains, and determine gaps in curriculum and evaluate teaching strategies.

2. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Data from Performance Series testing will let us know if achievement gaps are being closed. Performance Series breaks down student achievement into performance bands of above average, high average, low average, and below average categories. Our current goals are to increase students' proficiency in reading and math based on the levels provided by the Alabama benchmark scores. We will assess our proficiency gains three times a year, after fall, winter, and spring Performance Series testing.

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?

Results from our Performance Series are broken down by school, grade level, and homeroom. Prattville Elementary School is very diligent about using data to guide instruction in the classroom. Teachers analyze their students' testing results and an indicator sheet is used to determine whether each student is an emerging learner, developing learner, proficient learner, or distinguished learner in each subject area. Teachers are able to form groups based upon instructional needs, plan for instruction, and identify any at-risk students. During grade level meetings, the teachers discuss their assessment data and share strategies that work. A quarterly data meeting takes place as well. The data meetings include all teachers in an LC (Learning Community), the principal, the assistant principal, and special education teachers. During these meetings, data is discussed, gains are celebrated, and strategies are determined for our struggling students. The school resource teacher applies a formula with data for every student that is used to identify students who will need Tier II and/or Tier III RtI led 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.

Prattville Elementary School is currently receiving funds from two Federal programs. Title I funds are allowing us to purchase technology, such as smart boards, desktops, laptops, and iPads to enhance instruction in the classroom. The additional parent involvement funds will be used to take home folders, postage for communication, and other resources that will be used to communicate with parents. Due to COVID-19, our in house parental involvement has and will be limited.

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 Physical Education teachers present Mendez Too Good for Drugs and Too Good for Violence lessons to all of our students during their PE time. Our school has also implemented a Positive Behavioral Support (PBS) system that is supported by a PBS Team which meets monthly. The school has incorporated an acknowledgement called a Bobcat Buck which is given freely to students when they demonstrate that they are Respectful, Responsible, and Safe. The areas that are specifically promoted are the bathrooms, the cafeteria, and the hallways. For the 2020-2021 school year, PES has introduced the Ron Clark House System, at the beginning of the school year, each student, teacher, and staff member "spun the house wheel" to see what house they belong to. Each Wednesday, is "Color Day" which means each member of our school wears their house color. Also, our bobcat bucks is not House Points. Teachers are also using the house system in their classrooms to promote positive behavior. Each Friday, homeroom teachers submit their house point totals for each house via Google Sheets, this data is automatically uploaded to Administration's House Point Tracker. This is a live document, that keeps up with points each week and month. The House System is bringing a sense of community and enhancing the learning environment that in return has promoted a more conducive learning environment for 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.

- YES**
- NO
- N/A

### **ATTACHMENTS**

#### **Attachment Name**



Signature Pages

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 Title I parent meeting was posted on our website and promoted through PES Facebook page. The meeting was conducted via Zoom. (DUE TO COVID-19)

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.

Parental Involvement meetings will be held virtually due to COVID-19.

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

Parents will have an opportunity for input on the allocated funds by survey. They will meet throughout the year to discuss the plans in the aCIP and how the school is reaching the goals stated.

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

The funds allocated for Parental Involvement will be used to increase Parental Involvement at Prattville Elementary School. Consideration will be given to the Parent Advisory Committee and The Leadership Team virtually.

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))

Parents receive information concerning student progress and school programs through regular progress reports, report cards, school messenger, parent conferences virtually, newsletters, and other meetings.

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))

Performance Series Assessments, Response to Instruction (RtI), and Performance Series results. Parent conferences are flexible; teachers and faculty are available upon request to assist parents in the understanding of individual student results. Parents are encouraged to purchase INOW Parent Portal to allow them direct access to their child's grades. We also send home weekly folders to provide communication with parents concerning their child's grades and behavior, as well as, information regarding upcoming school events.

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

Our aCIP team consists of teachers, school leadership team members, and parents. This allows for parent input during the development process of the aCIP. If a parent is dissatisfied with the aCIP they are suggested to submit 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 tele-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 Parent and Family Engagement Resource room 24 on the Frog Hall. Parents will be encouraged to utilize the resources available to them by the following: school website, school newsletters, teacher web pages, school messenger, and weekly folders.

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 equip 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. The data from parent surveys will be used as a reference to keep open communication between parents and the school. Professional Development will be implemented to equip 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. The data from parent surveys will be used as a reference to keep open communication between parents and the school.

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 have access to INOW and the teachers web page, which allows them to be well informed of their child's grades and teacher expectations. Due to COVID -19 visitors to the building have not been allowed as outlined in our Prattville Elementary School Road Map to Reopening Schools.

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.

There are many methods utilized to make sure parents at Prattville Elementary School are well informed of upcoming events. These methods include, but are not limited to, school messenger, monthly newsletters, report cards, progress reports, weekly folders, teacher web pages, and school websites. Students are also encouraged to have a planner in which they write daily assignments (classwork and homework), as well as upcoming events. A monthly calendar is created (with input from the school personnel) by the principal. This is sent home at the beginning of each month.

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.

Virtual parent conferences are flexible; teachers and faculty are available upon request to assist parents in the understanding of individual student results. Parents are encouraged to purchase INOW Parent Portal to allow them direct access to their child's grades. We also send home weekly folders to provide communication with parents concerning their child's grades and behavior, as well as, information regarding upcoming school events.

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))

When the Home Language Survey indicates that the child's home language is other than English, our EL coordinator follows a set of written procedures to determine EL status. EL services are provided to enable limited English proficiency (LEP) students to become competent in the comprehension, speaking, reading, and writing of the English language. Information will be given to parents in their own language when possible. Parents will be provided with a translator for parent/teacher conferences if requested. The same provisions are available for parents with disabilities and parents of migratory students. Every effort will be made to provide information in a format that all parents at Prattville Elementary School 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**

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 [Coordination of Resources](#)

## eProve™ strategies: Goals & Plans

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

- Yes**
- No

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Coordination of Resources		•
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