



## 2020-2021 Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

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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.*

## Title I Schoolwide Diagnostic for ACIP

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

First we established a planning team to discuss the vision for the school. Our goal is to determine our students needs in relation to curriculum and instruction, professional development, and family or community involvement. We used student, teacher, and parent surveys to assist in our planning. We also included attendance records, discipline records, teacher observations, student interviews, parent emails, and state assessment information in our decision making. All of the data was used to come to a consensus about how our school is performing.

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

Due to the pandemic, our enrollment has changed for this year based on the 3 choices for students: hybrid, traditional, or virtual learning. Based on the daily changing enrollment, we chose to look at the overall needs of all students regardless of whether they were on campus or at home. However, we did consider the importance of technology training and access more than ever moving forward. We are a Title I school, so these demographics influenced our view of our essential needs. The comprehensive needs assessment allowed us to focus on student growth and also focus on increasing proficiency. Our goal was to identify and promptly address any gaps in learning based on where we want to be as a school. We prioritized our current data from our state testing database, our school inventories, and educational programs already in place. As a staff we decided to focus on what has brought us the greatest success and then determine our greatest need in our instructional practices.

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

Our plan of action (including goals and strategies) to increase areas of weakness pertaining to academic data are as follows: Goals: 1) To provide a supportive environment conducive to learning 2) Establish plans that promote clear and open communication between the school and parents 3) Differentiate instruction to meet specific learning needs of kids - Exceptional Ed students, English Language Learners, homeless students, and students on a 504 plan Strategies: High-Quality Reading Instruction, Reading Specialists, Math and Reading Intervention Teacher(s); FLEX classes; Professional Development related to Tier 1 Core instruction and English Language Learners, RTI implementation and effective instructional strategies (workshop model, prior knowledge, formative assessment, learning targets); provide feedback on student performance Intervention for struggling students

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

Our students learn best when working in small groups and with teacher modeling. We have an equal mix between students who say they are bored with their classwork and those that say they are challenged. This dynamic is challenging for teachers when designing classroom experiences. 42% of our parents were unaware of community service programs outside of the school. This supported our goal of increasing communication with parents and guardians. The parent surveys indicated an overall satisfaction with school climate, staff, and educational programs. Our parents did indicate an interest in more tutoring opportunities as well as academic clubs - debate team, math clubs, etc. Staff surveys indicate that teachers need more time for planning and that teachers and parents do not always have common expectations for students. Technology integration and training were also a concern for teachers, especially in light of the pandemic and the numbers of students who are learning from home. Attendance and discipline data were reviewed from the past several years. Our early warning referrals for truancy have decreased in the past 2 years. Our discipline issues seem to be more severe in the second semester than in the first semester.

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

Our school goals are derived based upon the needs of our demographic make-up including our Exceptional Ed population, our ELL Population, our Economically Disadvantaged, and school-wide academic data. We considered our academics, quality instruction, and school culture as our 3 priority needs.

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

Our goals are based upon Teacher observations, Formative and Summative assessments, PST meetings, Scantron, Percentage gaps in demographics, I-Now, Attendance, Free/Reduced Lunch Program, and INow Discipline. Our focus was to look at overall student performance and to then evaluate how type of data plays a role in how we implement our improvement strategies.

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

We use averages from school-wide achievement in reading and math, INow discipline referrals, and school-wide attendance. Then we disaggregate the data to identify gaps in those areas, so we can address needs for specific groups such as Special Education students, our Spanish Speaking Families, and families who are Economically disadvantaged. We are a Title I school. Technology is used when

available to assist the learning of all students. Accommodations are made as needed for children who are disadvantaged. IEPs are followed to ensure special service students' needs are met. Our inclusion teachers are able to co-teach in order to provide extra assistance to students in need. Our EL our teachers received SAMUEL, WIDA, and LETRS training as well as local pd on planning and implementation.

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.

The instructional strategies and methods used to strengthen the academic program include access to extra math and reading skills class for all middle school students as needed. Students receive core instruction in the classroom and the students that are struggling can be pulled during academic enrichment (FLEX) to work in small groups on specific deficits. OMS has a Problem Solving Team that meets monthly to address at-risk students and develop a plan to address their academic needs. Our ELL instructors work with our general ed teachers to provide extra support with language specific instruction. Enrichment activities are also offered during this FLEX time for the students that are on target academically. Classroom intervention strategies, modeling, and small-group instruction are three of our main instructional strategies we are working to implement in all classrooms.

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.)

· Using instructional models that integrate and promote real-world applications and experiences to guide in the development of social skills and functional life competencies - These experiences include but are not limited to, creating a convenient store where students can buy goods, following recipe instructions to cook or bake, and role-playing potential real life scenarios and discussing the positive and negative consequences within different situations. Once problem behaviors are identified, a functional behavioral assessment is administered in an attempt to discover the antecedent action relating to the target behavior, in order to develop potential strategies to alleviate or provide alternative behaviors. · For more complex behavioral issues we contract with outside services specializing in developing behavior intervention plans such as Milestones.

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.**

Before and after school tutoring is available as needed. A summer EL program is available through our school district.

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.

As a Title I school, we use resources to increase student engagement in classroom, provide alternate learning activities, provide access to technology, increasing their background knowledge, and providing social/emotional education and support. Title I funds pay for a translator to be at our school on a weekly basis. Specifically with our EL teachers, their training in the LETRS course of study, WIDA, and SAMUEL gives them the background and depth of knowledge to teach language and literacy skills to every one of their students. Delinquent students and parents have a conference with the administration and if the behavior continues then the parents are sent to Early Warning. Homeless students are provided school supplies and lockers. English Language Learners are given the ACCESS test. Based on the results from this test, the students who qualify receive extra tutoring throughout the school year.

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 ACCESS score report is sent home in their language. The translator is available to communicate necessary information to the parents. When needed or requested, we will have an in-person conference with parents to explain testing results with a

translator. All documents that are sent home are translated in their native language. In years that we have standardized testing data, we send home results in their native language.

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

Our teacher turnover rate this past year was very low. We had only 3 teachers leave and we were able to add an additional exceptional education teacher due to an increase in students.

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

We have a total of 27 teachers. Nine teachers have been teaching 20 or more years. Eleven teachers have between 6 and 19 years of experience. The remaining seven teachers have taught less than 5 years.

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)?

N/A

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

We asked both our general ed and special ed teachers to determine which standards the students must master in order to move on to the next level of the subject and/or be prepared for college and beyond? We used this information when looking at our student data. Our English and math teachers are creating their own interim assessments in order to give us immediate feedback on the current status of our student achievement based on these essential standards. Our professional development last year (and will continue this year) was based on teacher input of what was needed. Teachers had personal choice in choosing what training to attend. Our goal this year is to be more deliberate and intentional with our professional development making sure that it is sustained throughout the school year. We use a combination of data from standardized tests, classroom assessments, and formative assessments to help us determine specific strategies to focus on in our PD.

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

\*Visiting other classrooms \*Monthly collaboration between grade levels and/or subject level teachers \*Faculty meetings \*teacher mentoring \*Reflection \*Job-embedded training \*Online training sessions \*Online videos \*Monthly PLU meetings \*\*One of our plans this year is to find new ways to offer instructional training for our paraprofessionals.



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

In St. Clair County, the school system developed and oversees a teacher mentoring program. A mentor teacher is assigned to a new teacher, usually matched by subject, grade, and/or proximity. The mentor and new teacher meet regularly to discuss topics assigned by the system. Additional meetings are held when needed to discuss areas of concern, etc. Meetings are documented on a log, which reflects the date, length of the meeting, and the area of focus. The Assistant Principal also meets with the new teachers monthly to address school-specific topics (safety, grading, instruction) and any other needs. The mentoring program also includes training for the mentor, and New Teacher Academy for new teachers. At the present time, OMS has three teachers in the mentoring program.

12. Describe how all professional development is "sustained and ongoing." We begin our year by identifying the areas we (teachers, administrators, and staff) addressed last year as areas of need. At this point we've had the entire year to determine the struggles and issues with academic achievement. During the course of the year we design learning activities, allow for time to reflect on our learning, move forward with applying what we've learned and we also share what we learn throughout the year.

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.

Those students leaving Odenville Intermediate or Margaret Elementary for the Middle School receive a 2 hour orientation at the Middle School in the spring of 5th Grade. We have student let tours and a break-out session for these 5th graders to be able to ask questions of our current 6th graders. Students and parents of incoming 6th graders are invited to an informational meeting at the Middle School one evening in May. We also do an Open House/orientation just for upcoming 6th graders before the opening of school. Our 8th grade students take a trip to our feeder high school to meet the school counselors, the principals, and to tour the school. The high school counselors also come to the middle school in the spring to discuss course selections with our students. They also host a parent night for upcoming 9th grade families.

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)**

Because we understand the need to identify those students who have specific needs- we look for the warning signs that a student may need extra support (academic difficulties, social and behavioral issues, unexplained absences, poor health, etc.) Once we identify these students- we begin by making sure their basic needs are met-food, clothes, hygiene items. We try to get to know these students personally and sometimes do home visits. The counselor and administration will monitor these students' progress and grades. We try to provide stability and structure. Our ELL program will provide household supplies, food, and clothing if needed as well. Summer program for EL learners Comfort Closet created to provide personal items to students (shampoo, deodorant, soap. etc.) Free Health screenings Backpack Buddies Food Drives

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?

The evaluation of our schoolwide plan will be conducted by the School Improvement Team, the administration, the Problem-Solving Team, and our student focus groups. The schoolwide plan will be evaluated quarterly at a minimum. Student feedback, INOW records, and teacher observations will be some of the data used in these evaluations. We will also collect student data from several sources—responses on standardized tests, writing samples, and projects—and meet monthly to analyze, interpret, and use the data to adjust instruction and plan lessons and to determine if our intervention strategies are effective.

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?

We will begin by looking our at baseline data from the first month of school. Our monthly PST meetings will also be an indicator if our students who are struggling the most are making adequate progress. We will also examine the influences of other teachers such as tutors, EL instructors, or instructional interventionists, who we believe have very large influences on achievement gains. Other components we will consider include school conditions—such as the quality of curriculum materials, specialist or tutoring supports, class size, and other factors that affect learning.

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 number one piece of our evaluation and revision process is asking questions (teachers and students): Are we meeting our benchmark goals? What failures have we experienced? Do we have students not making progress based on our current practices? Which strategies have proved to be the most successful? Which ones are the least successful? Is our small group instruction effective? Is there something we need to be doing differently?

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.

Foundation monies are used to provide staff according to Cognia accreditation standards and also to provide enrichment staff to enhance academics. Coordination of local, state, and federal programs are as follows: Lexia- This program is used to aid in addressing performance of students who are facing challenges in reading. IXL Math Intervention-This program is used to aid in addressing performance of students who are facing challenges in math. Gifted Program-This program identifies students that reach the requirements for gifted programs. Students are then given opportunities to enhance their daily curriculum. CNP Program-This program supplies free and reduced breakfast and lunch to students that meet the criteria. The CNP program also provides after school meals for students in the afternoon. Homeless and Family Engagement Liaison-This program helps provide school supplies and other needs of students identified as homeless. EL Program-This program reaches out to English Language Learners to provide them with tools and support in the school setting. Their specific training in literacy instruction provides on-time support and aid. SRO-This program is funded locally and provides a School Resource Officer to aid in daily activities and to keep the school environment safe. Project Cope-This program provides counseling to students that are in need of mental health services.

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).

This year with during the pandemic- all students are being provided free breakfast and lunch. Students who are choosing the hybrid option are able to come to the school daily to pick up these meals. After school dinners will be available daily to all students to ensure proper nutrition. Typically, Local organizations and government agencies provide training and resources for students on the topics of drug awareness, safety skills, anti bullying, violence prevention and technical support. At the moment- teachers are providing awareness on these topics during FLEX class using videos and class discussions.

## ACIP Assurances

### Instructions:

By responding to the questions attaching evidence where required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

YES

NO

N/A

### **ATTACHMENTS**

#### **Attachment Name**

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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))

At the beginning of September, we held a Title I Parent Meeting at 2 different times during the day. During the meeting the Principal explained the Title I Program and requirements. Due to the pandemic, we were unable to follow our original plan which was to host the event in the evening and allow students and parents to meet the teachers and ask questions related to school concerns.

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.

Our goal is to host at least 2 meetings during the school year. We are waiting to see if guidelines are changed during the pandemic. Our annual Title I meeting takes place at the beginning of the year. We try to have monthly PTO meetings that alternate being offered in the mornings and evenings. Parent conferences will take place during the school day as needed. At the end of the year, upcoming 6th grade parents will attend a middle school transition session. 8th grade parents and students will attend a transition meeting at the high school. Home visits are made by the administration and counselor in various circumstances- illness, lack of resources, technology issues, etc.

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 be surveyed following the Title 1 Meeting to get their input on how we can improve our program. Parents will be included in the planning for the next Title 1 Meeting. Also, parents who participate in our school improvement meetings are asked for input and suggestions as well.

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

Title I funds for parental involvement will mostly be used to contact parents in an effort to get more of an active participation in their student's education. This will include things like postage, envelopes, etc. to be utilized in parent communication.

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))

Information is distributed to parents in the form of emails, call-outs, fliers, and is posted on our school website. Progress reports are sent home mid-nine weeks. Report cards go home at the end of each nine weeks. There is also information sent out about PTO meetings, athletics, the gifted program, and various after school activities. A Spanish interpreter is provided at meetings when needed. Parent conferences are offered twice a year and on request as needed.

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))

The School-Parent Compact is reviewed each school year and updated accordingly with changing expectations for academic improvement. Parents, teachers, and administration all take part in its development. The School-Parent Compact is then signed by students, parents, and teachers. Teachers discuss the 'student responsibility' portion with the students and they are asked to sign that section. Students are responsible for bringing back the form with a parent signature. Our first-period teachers will then keep this for the remainder of the year.

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

We will post the new CIP on our website for stakeholders to review. If parents are dissatisfied with the CIP, they can schedule an appointment with the principal or the committee to discuss their concerns regarding the plan. They may also submit in writing any issue they might have, and it can be addressed by the principal.

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.

We work to 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. OMS has made available laptops for students to have at their disposal if they do not have access to Internet at home to complete necessary school paperwork. We've also created how-to videos to help parents access student assignments and grades online.

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.

We work to communicate with families about school programs and student progress. Additionally, we try to involve families as volunteers and as audiences at school events. Our plan is to educate teachers, office personnel, and other school staff, 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, and build ties between parents and the school. Our PTO leadership team will bring parent volunteers into our school program. In addition to PTO, teachers, office personnel, and school staff will place an emphasis on parental volunteer involvement, by reaching out to and inviting parents to be a feasible, visible presence in the school setting. Parents are encouraged to call teachers or administrators when a question, suggestion, or concern arises. OMS has an "open door policy" and staff members are committed to listen and respond to parents when they ask for a conference.

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.

The St. Clair County Board of Education hosts a 10-week series to provide support to parents. This initiative was designed to help parents who are struggling to deal with difficult teens. The program is to support parents who may not know how to deal with a struggling student. It will be free for all parents interested in our school district.

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.

All school related information will be sent to parents in a variety of formats. This includes utilizing the automated call out, email, the school website, and handouts/fliers. A Spanish interpreter will be available as needed for parents at meetings and parent conferences. Handouts will be translated into a language the parent can understand on an as needed basis.

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 may request other activities for the school and staff to participate in to facilitate needs of the students. Meet the Teacher Night is usually held early each school year so that parents can meet their child's teacher and see the classroom. OMS Web Page is kept current and is available to parents 24 hours per day for full information about upcoming school activities. OMS provides parents with surveys yearly in order to celebrate our victories and highlight improvements. We hope that parents participate in these surveys to better help us provide for their students.

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))

We accommodate parents and family members that have limited English proficiency and/or disabilities. We provide an Spanish interpreter or Sign Language person when needed for parents and school programs. Our EL teacher will provide information to the non-English proficient students in a timely format and in an understandable language. It is our intent to reach all parents regardless of language barriers.

## 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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## 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)
 OMS CIP Team	This is the signature page for our CIP team.	• 1
 OMS Revised Coordination of Resources Comprehensive Budget	This is our completed spreadsheet.	•
 Parents Right to Know	This is the Parents Right to Know.	• 1
 School Parent Compact	This is the School Parent Compact.	• 1
 School Parent Compact Spanish	This is the School Parent Compact in Spanish.	• 1
 St. Clair County Parent and Family Engagement Written Policy	This is the St. Clair County Parent and Family Engagement Written Policy.	• 1