Title 1 Schoolwide Diagnostic for ACIP: 2024-2025_09232024_14:28

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

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Instructions

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

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

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

2024-2025 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The Corley Elementary School Leadership Team organized and provided leadership for the comprehensive needs assessment process, led staff in developing our improvement plan, engaged stakeholders, and conducted the program's annual evaluation. The Leadership Team consists of Ben Jones, principal; Leslie Price, assistant principal; Heather Ford, guidance counselor; Kathryn Elkins, reading specialist; Jennifer Plunkett, second grade teacher; Micaela Thornhill, second grade teacher; Glenda Fields, third grade teacher; Natalie Whitley, third grade teacher; Cynthia Lambert, third grade teacher; Julie Gaskin, library media specialist; Katie McDaniel, multi-language teacher; Heather Holliday, parent; Emily Todd, parent; and Terri Weaver, parent.

The team analyzed data to determine which programs and strategies have been effective in increasing student achievement. Areas of deficiencies have been identified and are being addressed. The plan may include providing professional development for staff/parents; purchasing updated and/or new materials and teaching equipment, supplies, and resources; employing additional staff; and researching additional areas that need to be addressed.

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

Data was gathered to guide the comprehensive needs assessment process. Analysis of the data by the Leadership Team indicated needs in the following categories:

1. State Summative Data

Comparison of second grade ELA data - Level 1 (CES 15%, ALA 13%), Level 2 (CES 45%, ALA 28%), Level 3 (CES 30%, ALA 34%), Level 4 (CES 11%, ALA 25%). Comparison of second grade math data - Level 1 (CES 22%, ALA 23%), Level 2 (CES 39%, ALA 33%), Level 2 (CES 27%, ALA 28%), Level 4 (CES 11%, ALA 15%).

Comparison of third grade ELA data - Level 1 (CES 8%, ALA 10%), Level 2 (CES 33%, ALA 27%), Level 3 (CES 46%, ALA 43%), Level 4 (CES 13%, ALA 21%). Comparison of third grade math data - Level 1 (CES 17%, ALA 22%), Level 2 (CES 40%, ALA 35%), Level 3 (CES 31%, ALA 28%), Level 4 (CES 17%, ALA 13%).

On the ACAP Summative Reading Subtest, CES recorded an initial sufficiency of 92%. Upon conclusion of summer reading camp, our sufficiency percentage increased to 97%. In comparison, the ALSDE reported 91% sufficiency. Proficiency in ELA (Levels 3-4) was 42% for second grade and 59% for third grade. Our review of summative data revealed opportunities for growth in reading in phonics, vocabulary and comprehension and in math in foundational numeracy (number and operations).

2. Diagnostic Data

In both second and third grades, iReady Diagnostic reading and math data indicated significant growth across domains.

- Second Grade Reading - BOY 12% Tier I, 55% Tier II, 33% Tier III, EOY 48% Tier I, 40% Tier II, 14% Tier III
- Second Grade Math - BOY 4% Tier I, 55% Tier II, 41% Tier III, EOY 48% Tier I, 41% Tier II, 12% Tier III
- Third Grade Reading - BOY 38% Tier I, 30% Tier II, 33% Tier III, EOY 68% Tier I, 20% Tier II, 12% Tier III
- Third Grade Math - BOY 7% Tier I, 50% Tier II, 43% Tier III, EOY 52% Tier I, 40% Tier II, 8% Tier III

The leadership team's greatest takeaway from diagnostic data was the need to find greater and more consistent correlation between diagnostic and state summative data. In 2024-25, a goal is to identify greater connections when cross-walking data and to address any deficiency areas, if indicated.

3. Oral Reading Fluency Data

Oral Reading Fluency data is used for progress monitoring and is a predictor of success on the ACAP Summative Reading Subtest. ORF indicated consistent growth in both second and third grades during the 2023-24 school year.

- Second Grade ORF - BOY 35.1 WPM at 74% Accuracy, EOY 78.1 WPM at 92% Accuracy
- Third Grade ORF Data - BOY 78.8 WPM at 91.1% Accuracy, EOY 115.6 WPM at 96.1% Accuracy

4. WIDA Access Data

WIDA Access Data Spring 2024 - In 2022-23, EL represented 14.37% of the Corley student population (49 students). In 2023-24, the number of EL students (79) increased, as did the percentage (21%). In 2024-25, the number (105) and percentage (24%) of EL students in the Corley student population increased yet again. In 2023-24, 23% of EL students achieved their target growth scores on the 2024 WIDA Access assessment. Having added additional full-time EL instructional aide, we now have a total of three staff members (one multi-language teacher, two instructional aides) serving the needs of our English language learners. In 2024-25, our team hopes to increase the percentage of students who achieve their target growth to at least 46%, doubling our performance in 2023-24.

5. Faculty Identified Needs

In support of the Alabama Numeracy Act, teachers and our leadership team have expressed interest in a math interventionist. The master schedule was adjusted to accommodate this position. A mathematics interventionist would support teachers

and students by working with small groups of students in need of teacher-led intervention to complement iReady personalized instruction.

6. Parent Perceptions

Parent perceptions in 2023-24 were generally positive, as revealed by anecdotal data, parent involvement in school activities, parent surveys, and school improvement processes. Parents were generally pleased with Seesaw as the school's digital communication platform. Parents who use the Boaz App reported general satisfaction. Corley also maintains a Facebook group to extend communication to parents and stakeholders who use this platform, and no complaints were received about the school's group. Parent perception data was also informed by parent surveys and additional data gained through the Blue Ribbon Schools of Excellence process.

7. Attendance Rates

2022-23 attendance rates were 94.89% (second grade) and 94.37% (third grade). 2023-24 attendance data indicated little difference at 94.54% (second grade) and 95.49% (third grade).

8. Discipline Rates

A full picture of multi-year behavioral/discipline trends is not readily available. In 2023-24, a new administrator was hired, and a new school-wide classroom management and discipline process was implemented. This plan included classroom management expectations and procedures for all levels of infractions, parent contact, and positive behavior supports. At the end of 2024-25, data will be analyzed in order to track multi-year discipline trends.

9. Teacher Turnover Rate/Percentage Rate

Following the 2023-24 school year, Corley retained 27 of 31 certified teachers, creating a turnover rate of 12%. Retirees included two classroom teachers and a gifted specialist. A part-time speech language pathologist was replaced by a full-time speech language pathologist.

10. Graduation/Dropout Rates - N/A

11. Analysis of School Curriculum, Instructional Materials, New Learning Opportunities

We have vertically-aligned curricula in mathematics (i-Ready) and English language arts (CKLA-Amplify). Instructional materials have been purchased to support the teaching of reading, especially for multi-sensory instruction and support of emergent readers. Teachers will receive ongoing support in CKLA, and ongoing opportunities to gain multi-sensory training will be provided. Students receive reading intervention through the Take Flight and Spire programs. Teachers requested the Mystery Science curriculum, which was purchased for 2023-24 and continued in 2024-25. The state is currently adopting its science course of study and will likely release a list of approved science curricula, which may affect our science

curriculum in the future. The school received a grant to participate in Project Lead the Way through 2026, with training and materials provided. During 2024-25, all Boaz City Schools instructional staff members will collaboratively participate in district- and school-based professional learning through Educational Epiphany.

3. What conclusions were drawn from the results?

Analysis of the data above led to several conclusions and goals regarding areas of need, as well as opportunities for celebration.

Based on our needs assessment, the following 2024-25 goals were developed:

1. Reading - While 2023-24 ACAP Summative Reading results were largely positive, data indicates opportunity for improvement in the areas of phonics, vocabulary, and reading comprehension/writing. among proficient readers.

Across the state, fluency data improved, but this improvement was not matched by improved phonics data. This trend is displayed in school data as well, particularly among third graders. In order to address an apparent discrepancy in ACAP phonics data, third grade teachers will implement a daily phonics routine based on the LETRS instructional format and using state-approved resources. We will analyze this practice during the 2024-25 school year.

In order to address deficiencies in the area of vocabulary, instructional staff will participate collaboratively in Educational Epiphany training. Through Educational Epiphany, teachers will understand how to develop learning targets to align with state standards and use learning targets to give students access to academic vocabulary. Throughout 2024-25, we will collaboratively refine instructional practices in order to increase vocabulary data. We will use multiple sources of assessment data, participation in professional learning, and instructional rounds to monitor our progress.

While 2023-24 data revealed significant growth among Level 1 and 2 readers, we did not see as much growth among Level 3 and 4 readers. Therefore, in 2024-25, we plan to diversify our approach to Walk to Read to include at least one group in each pod for book study with comprehension and text dependent writing, in order to increase the number/percentage of students achievement Level 3 or 4 status.

2. Mathematics - In fulfillment of the Alabama Numeracy Act, and to support increased growth and achievement in mathematics, instruction is blocked and intervention times have been allocated daily. Students will receive multi-tiered instruction using the state-approved iReady/Ready Classroom Mathematics across all tiers of instruction. In order to support increased attention to personalized learning, iReady math time has been to a designated 40-minute period weekly. In 2024-25, teachers will integrate opportunities to develop foundational math reasoning and skills through the use of number sense routines, including subitizing, number talks, etc.

3. EL Growth - In 2023-24, 23% of EL learners achieved their target growth score, as indicated by the Spring 2024 WIDA Access assessment. While our team acknowledges factors that impacted our 2023-24 data (leaves by faculty members; increased number of EL students, including newcomers, etc.), we have also established a goal to increase the percentage of EL students achieving their target growth from 23% in 2023-24 to at least 46% in 2024-25. We have hired two EL instructional aides to provide embedded support to EL learners. We believe this goal is ambitious yet achievable.

4. Culture/Climate - In 2023-24, a school-wide classroom management and discipline process was instituted, with overall positive feedback from stakeholders. In 2024-25, the leadership team and administration worked to clarify/adjust the process where needed, and implementation will be monitored during the 2024-25 school year, in support of continuous improvement in the area of school climate/ culture,

After analysis, data also indicated the following opportunities for celebration:

1. Literacy Growth/Achievement - Spring 2024 ACAP data revealed significant increases in reading data, especially in third grade. In 2022-23, CES reported 79% proficiency on the ACAP Summative Reading Subtest. In 2023-24, the percentage of third graders scoring sufficient on the ACAP Reading Subtest increased to an initial 92%, then to 97% after completion of summer reading camp and the ACAP Supplemental. Progress monitoring data in both second and third grades, as indicated by the iReady Reading Diagnostic and Oral Reading Fluency, revealed strong growth from BOY to EOY.

2. Consistency in Mathematics - Our district and school have been recognized for strong growth in mathematics. In 2023-24, Corley continued that trend. Third grade data increased 3% from 2022-23, and scores from the 2024 ACAP Summative were above state marks in each domain.

3. Staff Development - As the school and district continue to invest in teachers, literacy outcomes continue to improve. 19 of 22 classroom teachers (86%) have completed LETRS Elementary training. Two new teachers, one existing teacher, one multi-language teacher, and two special education teachers have begun training. In addition to LETRS certification, we have one Certified Academic Language Therapist and two classroom teachers in their second year of training. We continue to equip as many teachers as possible with Spire, OG, IMSE, and other professional development. Teachers report satisfaction with these opportunities.

4. School Climate/Culture - In 2023-24, we addressed school climate/culture by embedding protected common planning, data and MTSS meetings within the school day. EOY reflections indicated that teachers were grateful for the opportunity to work together, and this collaboration supported improvement in multiple areas. During the summer of 2024, multiple improvements were also made to the building and campus, including replaced countertops, removal of sinks, plumbing repairs, exterior and interior painting, parking lot striping, replacement of gym flooring, and improvements to multipurpose spaces within the building. We also purchased

additional furniture and supplies to support new hires and additional classroom units.

5. Staff Diversity - In 2022-23, Corley had two bilingual staff members. In 2024-25, Corley will have five bilingual staff members - two classroom teachers, two instructional aides, and a translator. We continue to prioritize staff diversity. We have added staff members to address reading and EL growth/achievement.

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

Perception data: Perception data was analyzed through a combination of surveys completed by parents, staff, students, and community stakeholders. In a student perceptions survey, 84% of students said they feel “happy” at school, while 46% said school is “fun,” revealing a generally positive perception of school. Regarding school culture, parent perception data reveals generally positive perceptions. 95% of parents surveyed said they agree/strongly agree they feel welcome at their child’s school, 85% said they agree/strongly agree the school encourages them to be involved in their child’s education, and 92% said they agree/strongly agree they are aware of the school’s goals and how they can be involved. Academically, parent perception data is generally positive, as parents said they know what their child should be able to do in reading and math at their current grade level (83%) and know how to understand their child’s academic reports (92%). However, only 79% of parents surveyed said they agree/strongly agree that they understand how their child can receive additional support in reading and math. Further analysis of parent perception data reveals a need for growth in providing parents opportunities for shared leadership. 71% of parents surveyed said they agree/strongly agree they know how to volunteer at their child’s school or how to be involved in school planning/review committees.

Student Achievement: Multiple sources of student achievement data were analyzed, including the i-Ready, ACAP, and WIDA Access. In 2023-24, iReady diagnostic data revealed growth across domains in reading and math. Spring 2024 ACAP Summative data, presented above, indicated 97% third grade ELA, 48% third grade math, 42% second grade ELA, and 38% second grade math proficiency. Third grade reading sufficiency, a critical measure of success according to the Alabama Literacy Act, was 97%. 23% of EL learners achieved their target growth, an area for growth in 2024-25.

School Programs/Process: In 2023-24, adjustments were made to the master schedule in order to block reading and math instruction and protect time for teachers to collaborate for student success. Both ELA/reading and mathematics instructional times are blocked and protected across all tiers of instruction. Common planning, data, and MTSS meetings are embedded within the master schedule. CES offers a specialty rotation including music, library, STEAM, technology, and reading and math times for personalized instruction. We offer before- and after-school tutoring multiple days per week.

Demographic Data: 2023-24 ALSDE data indicates that CES was home to 385 total students, 174 third graders and 211 second graders. This represents and increase of 44 students from 2022-23. The student population was almost evenly divided by

gender, 193 females to 192 males. 52% of the student population was classified as “White,” 44% as “Hispanic/Latino,” 6% as “Two or More Races,” 1% as “Black,” 2% as “Native Hawiian or Pacific Islander,” and 1% as “Asian.” 21% of the student population classify as EL and 12% of students classify as special education. Gifted learners represented 9% of the population. Total exceptionality was 22%. Poverty numbers remained high in 2023-24 at 78% of the student population.

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

CES goals are data-driven and aligned through analysis of formative, summative, and anecdotal data from various sources. 2024-25 goals address our needs in reading, mathematics, EL growth, and school climate or culture.

Reading - We will implement new intervention groups focusing on comprehension and text-dependent writing. Third grade teachers will integrate a LETRS-based, daily phonics routine to address an apparent discrepancy in ACAP Summative data. All instructional staff members will participate in Educational Epiphany training and implement a school-wide instructional framework and vocabulary initiative.

Math - Mathematics instruction has been blocked and will be implemented across all tiers of instruction using the iReady/Ready Classroom Mathematics curriculum. In accordance with the Alabama Numeracy Act, students will receive multi-tiered mathematics instruction.

EL - We have expanded our EL staff to include one multi-language teacher and two full-time instructional aides. Staff members will provide both pull-out times for intensive services and push-in, embedded support.

School Climate/Culture - In 2024-25, school climate/culture will improve through continued implementation of a school-wide classroom management and discipline process. This plan includs classroom management expectations and procedures for all levels of infractions, parent contact, and positive behavior supports. At the end of 2024-25, data will be analyzed in order to track multi-year discipline trends.

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

Our goals are derived from a compilation of demographic, historical, formative and summative academic, survey, and anecdotal data. Data was obtained from multiple sources, including academic platforms, state reporting, district databases, face-to-face meetings, and anonymous surveys by students, teachers, and community stakeholders.

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

Our goals are based on multiple sources of disaggregated data. The needs of all students have been considered, with special focus given to students who are disadvantaged. All students will benefit from protected reading and math blocks and multi-tiered instruction, including modifications to reading and math intervention and instructional routines based on summative data. All students benefit from a culture of increased collaboration among students, faculty and stakeholders. All students, and particularly disadvantaged students, benefit from broader instructional supports and increased opportunities. Students who are disadvantaged will receive tiered instruction, progress monitoring, academic support, and appropriate resources. Special populations, such as students with IEP, I-ELP, or GEP plans, have individualized education plans and services to support their needs.

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

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

Our master schedule blocks reading and math instruction across all tiers of instruction. In 2024-25, we have also blocked 40 minutes weekly for iReady personalized learning. Our reading block provides 90 minutes Tier I, 20 minutes Tier II, and 40 minutes of Tier III daily. Our math block provides 60 minutes Tier I, 20 minutes of number sense routines/Tier II, and 30 minutes of Tier III daily. Tiered reading groups are informed by data and adjusted throughout the year. Students receive targeted intervention, with groups dedicated for dyslexia, multi-sensory reading, fluency, comprehension, and English learners. Special education students receive reading and math services as indicated by their IEPs. Gifted students are identified in second grade and begin services in third grade. Our gifted specialist provides services as outlined in each student's GEP.

During common planning, teachers collaborate to analyze data, revise pacing and planning, and appropriately adjust instruction. Decisions will be based on a variety of data - diagnostic, progress monitoring, formative assessment, and common summative assessments. Teachers will also participate in data and MTSS meetings to collect and analyze data in order to make informed decisions.

Student and teacher schedules promote collaboration, intervention and enrichment, with special attention given to support students in need of intervention. EL, gifted and speech teachers work closely with classroom teachers to serve individualized student plans and meet student needs. Teachers work together to monitor data and adjust instruction. The weekly schedule also provides enrichment through music, library, technology, and STEAM specialities. Students also receive guidance classes in a rotation set by the guidance counselor.

Throughout the 2024-25 school year, instructional staff members will collaboratively participate in Educational Epiphany training in order to deepen instructional practices, enhance collaboration, and increase student achievement, particularly in the area of vocabulary. It is expected that Educational Epiphany training will also support greater alignment with state standards and the Alabama Comprehensive Assessment Program (ACAP).

Our leadership team meets monthly to share leadership decisions, provide input to the principal, evaluate progress toward school goals, and identify problems of practice and/or opportunities for growth. In order to develop leadership, the leadership team may schedule visits with schools, participate in PD, or attend conferences. Members from the leadership team will attend the Blue Ribbon Schools of Excellence Conference in December 2024. The principal will participate in continuing education and network with district and other administrators to pursue best practices to meet student needs and increase achievement. CES and district leaders will invest in equipment, staff, curriculum, programs, and facilities as necessary to remain highly effective and achieve school goals.

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.)

Student mental health is addressed through a multi-tiered approach that includes guidance classes for all students, a school-wide emphasis on character development, a school-wide classroom management and discipline process, and the Be Who You ARRGH mentor program. All students participate in school-wide programs such as Red Ribbon and Starts with Hello Weeks, Liberty's Legacy, Career Day, etc. Students in need may receive support from Christmas Coalition, reading buddies, food/clothes pantry and community mentors. All school personnel receive de-escalation training and collaborate with our guidance counselor to support students. Additionally, our guidance counselor provides small group and individual

support to students in need. The school counselor works in cooperation with the district mental health coordinator as well as community entities, such as the Department of Human Resources, the Learning Tree, and Mountain Lakes, when necessary. Unique needs may be served through individualized education or behavior plans.

All CES students benefit from rigorous, vertically-aligned instruction and assessment that supports achievement. Students consider their learning goals and take responsibility for their own learning through student-led data conferences. Through our guidance and STEAM classes, students receive career exploration opportunities, and third graders may choose to participate in Corley Congress. The school counselor works with community stakeholders to present an annual Career Day.

As part of our school-wide classroom management and discipline plan, each student maintains a conduct log, which determines each student's conduct grade. Conduct logs manage Class I behaviors - as indicated by the district Code of Conduct, with twin goals of student ownership and parent involvement. Teachers and students document Class I behaviors, redirection/intervention actions, and parent contact. Teachers are encouraged to make frequent, proactive contact in order to encourage positive, and discourage negative, behavior. Teachers and administrators attempt to work collaboratively with parents to develop solutions for behaviors. At minimum, teachers are required to make documented parent contact following the third Class I violation. If unwanted behavior continues, the counselor will meet with the student, document, and involve parents to a greater degree in search of solutions. If necessary, the guidance counselor will oversee the development of an action plan, agreed upon by student, parent and teacher. Should unwanted behaviors continue, the student will be referred to administration. Students with behavior intervention plans or individualized education plans will receive additional support as documented in their plans. Through PTO, regular activities and/or programs will be scheduled to reinforce wanted behaviors. Students may also receive positive office referrals in celebration of exceptional behavior.

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day.**

The district offers Extended Day as a valuable service to students and parents. CES offers tutoring before- and after-school. Reading and math tutoring is offered on Mondays and Wednesdays each week for an hour each day. Tutoring is provided by teachers who, at minimum, have received LETRS and multi-sensory training. Two third grade teachers currently pursuing CALT certification offer before-school Take Flight groups, which provide targeted intervention for students with reading difficulties.

At CES, students benefit from 1:1 technology in the form of Chromebooks. Students with academic needs may check their Chromebooks out from school to be taken home. The Chromebook provides access to academic materials, including CKLA-

Amplify, i-Ready Classroom Math, i-Ready online resources (reading and math), and Mystery Science.

Students and families have consistent access to teachers through Seesaw. Teachers use Seesaw not only to communicate, but to provide parent education and support. Seesaw readily equips teachers and families to communicate in multiple languages.

The district and CES partner with community organizations such as the Boaz Public Library, Boaz Bridges, Snead State Community College, and the Boaz Recreation Center to provide academic, social, and behavioral enrichment through community programs.

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.

All homeless, migratory, limited English proficient children, and foster care students have equal access to the same free appropriate public education provided to other children and youth. Such children will be 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. The enrollment of homeless, immigrant, migrant, limited English proficient children, and foster care students shall not be denied or delayed due to any of the following barriers: lack of Birth Certificate, lack of school records or transcripts, lack of immunization or health records, lack of proof of residency, lack of transportation, guardianship or custody requirements.

In 2024-25, 78% of our student population is economically disadvantaged. We provide breakfast and lunch at no cost to students. All basic school supplies are provided at no cost to students. Through community partnerships, backpacks and lunchboxes are available through confidential requests. All curricula is provided and CES charges no academic fees to students. The district also provides 1:1 technology for all students.

Migrant, homeless, and delinquent/neglected students receive the same services/resources as other students, as well as other provisions. Students are identified through our district liaison. Once identified, migrant, homeless, and delinquent/neglected students pay no tuition.

In 2024-25, almost 25% of our students at CES are English language learners. These students are screened as soon as possible, and their WIDA Access scores provide insight into the instructional support they need. EL learners receive instruction from a highly-qualified teacher and receive instructional support from two full-time EL instructional aides. English language learners benefit tremendously from 1:1 technology, as it provides access to translation services. The school communicates with EL students and families through Seesaw, which provides easily accessible translation services. The school also employs a part-time translator who supports student success and provides translation services in person and in print.

CES currently has one self-contained special education classroom and one resource room. In 2023, our special education rooms were repaired and remodeled, and additional furniture and resources were provided. In 2024-25, our special education staff expanded significantly, as we now employ three full-time, certified special education teachers along with three full-time special education aides, who are supported by our school nurse. We also provide a sensory/activity area for students with unique needs. Special education students receive the same provisions as their general education peers. IEPs guide instructional schedules, services, accommodations, etc. Students whose plans call for speech services receive those from a full-time certified SLP.

Boaz City Schools employs a mental health coordinator to support unique social and emotional needs. The district and CES also partner with paraprofessionals and other agencies to provide parent education, family support, counseling, and occupational therapy. We partner with DHR and local counseling centers as well, and actively support initiatives such as Starts with Hello, Project Literacy, Boaz Bridges, Liberty's Legacy, and Christmas Coalition.

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.

Since the majority of our EL students speak a form of Spanish at home, we translate paper documents and information published through the Boaz app into Spanish. CES employs a part-time translator that supports students, facilitates parent-teacher meetings, phone calls, and school meetings, and translates printed resources. CES uses Blackboard to send recorded messages to parents regarding various information. These messages are recorded in English and Spanish. The i-Ready program that all students use translates parent letters and student information into four (4) languages. CES also provides the Seesaw platform to support two-way translation between school and home.

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

Following the 2023-24 school year, Corley retained 27 of 31 certified teachers, creating a turnover rate of 12%. Retirees included two classroom teachers and a gifted specialist. A part-time speech language pathologist was replaced by a full-time speech language pathologist.

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

With three teachers retiring at the end of the 2023-24 school year, our certified faculty feels younger this year. Certified teachers have an average experience level of 13 years. Our faculty is a blend of 20% beginning-career (<5 years), 46% mid-career (6-15 years), and 34% veteran (>16 years) teachers. Faculty degree levels are as follows: Educational Specialist (8%), Masters (39%), Bachelors (47%). We have two National Board Certified teachers (with two additional teachers pursuing), one

Certified Academic Language Therapist (with two additional teachers pursuing), and four teachers currently pursuing higher degrees.

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)?

Over the past several years, CES has experienced a low turnover rate. This year our turnover rate is higher due to circumstances. Three teachers retired at the end of the 2023-24 school year. Our school has also grown by almost a hundred students since 2022-23, resulting in two additional classroom units. We also added staff to meet the needs of English learners and special education students.

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

Diagnostic and ACAP achievement data informs professional development in reading and math. All classroom teachers have either completed LETRS training or are currently enrolled. In order to support reading instruction and intervention, teachers are trained in various programs such as CKLA, OG, Spire, IMSE, and CALT. Teachers receive embedded support in math instruction through our iReady consultant. An iReady consultant provides embedded, onsite training in the use of iReady/Ready Classroom Mathematics..

Teachers meet weekly for common planning, during which they monitor i-Ready pathway data in reading and mathematics, as well as classroom gradebook data. Teachers evaluate common assessments and revise as needed. Teachers use data to adjust pacing, sequencing, and daily instruction. During data meetings, teachers analyze diagnostic and progress monitoring data in order to support student growth and achievement. During MTSS meetings, at-risk student data is used to make informed decisions for student support.

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

Professional development is provided in various forms and at differing levels. Tier I development happens weekly as teachers collaborate with the principal and reading specialist during common planning. Our reading specialist provides mentoring, ongoing support, and coaching to teachers as needed.

Data and MTSS meetings also provide PD as teachers analyze data and make informed instructional decisions. The district provides broader opportunities for teachers to develop together through vertical teaming meetings, content-specific training, summer workshops, and support from curriculum specialists and/or content coaches.

All CES core teachers and the principal have either received or are completing LETRS training. Additional training is provided as needed and available. Teachers are encouraged to pursue advanced degrees and National Board certification. The district operates a cohort to support teachers in pursuit of National Board

certification. Throughout 2024-25, all BCS instructional staff members will receive district- or school-based learning opportunities through Educational Epiphany.

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

New teachers to the district/school are strategically aligned with a partner teacher. First- and second- year teachers receive more intense mentoring from a veteran teacher (mentor). Mentor teachers help new teachers learn the district/school, support their transition, and provide the information and support they need to be successful. They work closely during common planning, data meetings, etc. Our local reading specialist also provides ongoing mentoring and feedback, and participates with teachers in formal coaching cycles, as needed. The district offers quarterly workshops for new teachers and a leadership academy for teachers exploring opportunities in administration.

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

All professional development is directly related to school and district goals. Teachers work together in teams in order to strengthen best practices. Teachers model lessons for one another with feedback and reflection through peer coaching. The principal and local reading specialist work with teachers to ensure that they are implementing agreed upon strategies. Walkthroughs and observations are conducted to analyze classroom practices, create conversation, and provide feedback and support.

CES and district administrators utilize data to determine priority needs. Job-embedded PD provides ongoing, site-based, or virtual support to teachers. Ongoing professional development is provided through the Alabama Reading Initiative, LETRS/Lexia Learning, Curriculum Associates, and Project Lead the Way.

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.

First grade students from Boaz Elementary School visit CES in the spring of each year. While they are on campus, the principal and guidance counselor conduct a student orientation. Members of the Corley Congress lead first graders on a school-wide tour, and information is sent home to parents. Likewise, third graders from Corley visit Boaz Intermediate School, where a similar orientation is conducted to support their transition. Before school ends, information about online registration and the next school year is sent home to parents. This information is repeatedly shared throughout the summer in print, online, on the Boaz app, and through our parent engagement platform. CES offers multiple times and dates throughout July to provide onsite registration support to parents. CES provides translation services in person and in print. Prior to the beginning of school, CES hosts Meet the Teacher

to allow students and parents to meet their teachers, tour the school, and obtain information about the school year. CES teachers also send home personal welcome letters to students and parents.

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

(N/A for Elementary Schools)

N/A

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

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

CES instructional leaders and teachers work together to compare ACAP results to i-Ready growth/achievement and oral reading fluency data. Diagnostic and ORF data are used as predictors ACAP achievement. Multiple sources of data are used to support students and adjust instruction. In reading, teachers consider the correlation between i-Ready data, portfolio data, and ACAP data. Data from students with WIDA Access or Alternate Achievement scores is considered in a similar manner, with the exceptionality of the students considered. As the data from these courses is crosswalked, CES leadership can best determine if schoolwide goals have been met. This data can then be used to support the development of future goals to ensure sustained success.

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?

Crosswalking Diagnostic, ORF, and ACAP data provides multiple points of data as well as data correlation to support conclusions. In addition to Tier I instruction, students identified as Tier II or III learners receive intervention through small group instruction. Tier III, special education, and EL learners may also receive extra time in their personalized learning pathway in i-Ready.

During monthly data and MTSS meetings, students who are furthest away from achieving state standards are discussed, and data is used to analyze current efforts

to support their achievement. Instruction and intervention are adjusted throughout the school year in response to data and teacher feedback.

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 process of review and revision is ongoing. Multiple points of evaluation are provided during the school year. Each year begins with data review and analysis. Decisions are then revised based on data from the previous year. During monthly data and MTSS meetings, data is used to analyze current efforts to support student achievement. Students are monitored ini-Ready through BOY, MOY, and EOY diagnostics, individualized learning pathway data, and progress monitoring. Early years assessments, in reading and math, are administered, and data is used to inform instruction, intervention and improvement processes. Teachers participate in weekly common planning and administer common assessments, which inform student progress toward state standard mastery throughout the year. At any time, CES leaders and teachers may decide to continue interventions or modify their approach, based on data. Instruction is also monitored through instructional walkthroughs, teacher observations, and informal feedback. Parents also provide evaluation through progress reports, reports cards, parent meetings, and twice-yearly district data meetings. The leadership team uses all of this information to continually assess the schoolwide program and make adjustments.

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

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

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

State of Alabama School Foundation Program funds are allocated based on enrollment/units allocated. All Foundation allocated units are located at the school. State (CIS) funds provide professional development, technology resources, library enhancement, and common purchases. Title I funds provide direct student support through supplemental personnel, supplies/materials, technology, instructional materials/subscriptions, substitute teachers, and professional development. General funds from the LEA also provide support to the comprehensive budget of the school.

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 Boaz City School System has completed its 20th year of operation. This school system has made remarkable accomplishments in developing a great school system for the students of this small rural agricultural area in Marshall County located in northern Alabama. Each department collaborates in the implementation of an integrated high quality educational experience for students in the following manner:

- Cooperatively working together in ensuring the project plans, goals and objectives are communicated with the central office staff responsible for the program and fiscal management being in compliance with state and federal regulations.
- Coordination of appropriate services with Title I to provide services to students to ensure high academic standards for all students, parenting activities, professional development and provision of the early childhood component to children, if needed.- Coordination of appropriate services with Homeless to provide resources to families who are by definition homeless and enrolled at the school. Services include health care, tutoring, housing and other services as needed.
- Coordination of appropriate services with English as a Second Language by providing staff to provide supplemental services to families with Limited English Proficient children.
- Coordination of services with Office of School Readiness and Head Start to provide referrals as an early childhood component and coordinate professional development.
- Coordination of services with N.E. Adult Education to provide teachers, materials, tests, and professional development/training as needed.
- Coordination of services with Boaz City Schools Child Nutrition to provide nutrition counseling, food service (breakfast, lunch).
- Coordination of services with Boaz City Schools Special Education in the vision, speech and developmental assessment screening of children and by providing service to the children who qualify for disabilities covered under Special Education.
- Coordination of services with Boaz City Schools Community Education Program in parent involvement, parent training, supplemental education programs, community relations and enrichment activities.
- Coordination of services with the Boaz City Schools Migrant Program by providing additional supplemental services to families who certified as 'Migrant." Services provided are supplemental education, medical, academic assistance, clothing, and referral to other appropriate agencies.
- Planning activities that relate to the consolidated plan including parent involvement, identification and selection of students with the greatest need and/or use of resources, and the coordination with all existing programs under

the Elementary and Secondary Education Act that includes the Stewart B. McKinney- Vento Homeless Assistance Education Act and the Limited English Proficient Education Program.

- Coordination with the Dwight D. Eisenhower Professional Development Program (Title II) to assist in professional development and access to other programs, which are available.Staff and administrative representatives of all programs within a school are active members of school planning teams and realize that the Title I School-wide process is a dynamic ongoing continuous improvement model and that parent involvement and academic improvement planning are integral influences on year-long Title I planning for all students.

Coordination is achieved through reviewing needs assessment data and collaborating resources to provide the most efficient and effective means of services to specific populations of students as needs are identified. This may be in the form of supplemental supplies, services, or personnel without consideration given to the original and primary source of support for these 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

Title I Committee 2024-25

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.

- ● **YES**
- ○ NO
- ○ N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

- ● **YES**
- ○ NO
- ○ N/A

Parent and Family Engagement

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

Corley Elementary School hosted its annual Meeting of Title I Parents and Open House on Tuesday, September 24, 2024. Our meeting was promoted school-wide in English and Spanish via Seesaw, the BCS App, and in print. The announcement was posted on September 27, and a reminder announcement was posted on September 23. Through PTO, parents participated in the Title I Committee and were involved in meeting preparation and communication.

During the Meeting of Title I Parents, the Principal used a powerpoint prepared by the Alabama State Department of Education to provide parent and community education. The purpose of the meeting was to educate/inform parents of the school's participation in Title I, the requirements of Title I, explain the rights of parents to be involved in the education of their children, and encourage parent involvement. The principal explained what it means to be a Title I school, what the 1% set aside monies for parental involvement are, what the LEA Title I plan is, what the LEA Parental Involvement Policy is, what the ACIP is, what the School Parent Compact is, how parents request the qualifications of their child's teacher(s), how the annual evaluation of the Parent Involvement Plan is conducted, services and personnel available through Title I, and how parents can be involved in all aspects of Title I.

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.

At parent request, PTO meetings are typically held prior to or just after school dismissal. However, alternate meeting times are used, and participation through Zoom, etc. is available to any parent who wishes to attend virtually. PTO actively attempts to increase involvement throughout the year to provide opportunities for more parents to be involved. Parents volunteer for a variety of school events. At any time a parent can schedule a meeting with the CES Principal to express concerns regarding their child or the school in general. Parent meetings are offered before and after school, during teacher planning periods, and virtually. Services are provided as available and supported by community and district resources.

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).

During school registration, Meet the Teacher, Title I Parent Meeting, and other events/activities, parents are informed and involved in creating and implementing school plans. Parents are involved in PTO as well as shared leadership within the school. During PTO meetings the School-Parent Compact and Parent and Family Engagement Plan will be discussed and revisions made. Parents are also actively involved in district data days, which inform school and district decisions.

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

Parent Involvement funds are used to purchase Seesaw, a unified parent engagement platform that can be easily downloaded to any smart phone or device. Seesaw allows teachers, students, and parents to communicate in a variety of formats and languages.

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))

CES employs a part-time translator who is available to support students and families three days a week during the school day and at parent functions such as Registration, Meet the Teacher, Parent Night, and Title I Open House. Our translator supports all parent informational meetings, workshops and conferences for parents who do not speak English. All parents have multiple opportunities to meet with the teachers to discuss curriculum, goals, and student academic progress, behavior, and assessments. The school schedules opportunities for meetings, but meetings may also be scheduled upon request. The Seesaw digital communication platform is also used by teachers and parents to communicate in multiple languages. CES maintains an open door policy, and staff members are committed to proactive parent and family involvement. Each class provides a syllabus/overview and the district makes information about curricula and resources available at all times in print or via the district website.

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))

Parents, staff and students annually review and revise the CES School-Parent Compact. At our Meeting of Title I Parents and Open House, the Principal presents the compact, explains its significance, and accepts feedback. The School-Parent

Compact is available in English and Spanish at all times on the CES website or in print from the CES office.

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

Corley Elementary School follows the district Parental Involvement Policy (Family Engagement Plan). Parents may provide comments of dissatisfaction for any section of the Continuous Improvement Plan to the Principal, CES Leadership Team, or PTO Team. Parents have a variety of methods through which they may communicate dissatisfaction: phone calls, meetings/parent conferences, or in writing by email or regular mail. Administration will address the complaint with Title I personnel, the school Leadership Team, or the district Director of Federal Programs. Parents are also given multiple surveys throughout the school year to provide their input regarding the Title I Program/use of Title I funds.

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.

Corley Elementary School shall provide training for parents of participating children in understanding such topics as the state's academic content standards and student academic achievement standards, state and local assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children, such as literacy and math training and using technology, as appropriate to foster parental involvement.

Corley provides parent resources and education at school-wide events, Meet the Teacher, Title I Parent Night/Open House, parent conferences, and other opportunities as available. We send home PowerSchool Parent Portal access codes, use Seesaw to maintain open lines of communication between home and school, and regularly send home work samples, classwork, completed assessments, and data reports. We communicate information related to the Alabama Literacy Act monthly and communicate as needed with parents to support student success. Engagement is ongoing through conferences, progress reports, report cards, diagnostics, as well as summative academic assessments such as WIDA Access and ACAP.

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.

Parent involvement receives continuous focus. The administration will share with the faculty and staff the culture/climate survey and the importance of Title I with students, parents, staff, and stakeholders. Through focus groups, we will analyze data from parent surveys and develop plans to increase parental involvement. Teachers, office personnel and other school staff are trained on how to communicate with parents through telephone calls, parent/teacher conferences, daily folders, parent notes, e-mail, the Boaz App, Seesaw, and web pages.

Our Parent-Teacher Organization (PTO) is very active and provides input to the District Parent Involvement Committee during district data days and assists in planning parenting activities for the district and local school. The faculty and staff reach out to parents to encourage them to volunteer with school activities. CES PTO actively encourages parent involvement and supports school improvement and communication.

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.

Our district hosts fall and spring data days for shareholders to view data, review goals, assess, and be involved in improvement processes. At the school level, CES provides multiple opportunities for parental involvement including by not limited to: Liberty's Legacy, Start with Hello Week, Red Ribbon Week, Be Who you ARRGH mentoring program, reading buddies, book fairs, PTO Birthday Carts, student led conferences, published calendars, and ongoing communication through the Seesaw platform.

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.

Registration information and school information throughout the school year is translated into Spanish for students and parents who speak Spanish. We have a translator available to support communication between school and home. During registration, Meet the Teacher, Title I Parent Night, parent conferences, portfolio meetings, IEP/I-ELP/GEP meetings, and other school and community events, our translator and Spanish-speaking teachers assist parents and families. We also use Seesaw for all students and families to provide a simple, easily accessible translation platform. Our district has additional staff that can translate information given to parents into a language they can understand. The district has also provided pocket translators at each school location.

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.

Throughout the year, parents may request support or make recommendations regarding parental involvement. These requests and recommendations are considered by our PTO and Leadership Team. Throughout the school year, parent surveys are given to every parent to give suggestions and input regarding parental involvement activities: specific activities, specific topics for workshops, at convenient times and effectively communicated. These surveys are analyzed and evaluated. Ideas from these surveys are implemented in the next school year's Continuous Improvement Plan. The committee and faculty make decisions regarding requests and recommendations. Every effort is made to work with parents in meeting their requests as related to their involvement in their child's education. PTO actively engages parents in order to encourage involvement/ support.

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))

Parents whose primary language is Spanish will be supported by a translator who can provide assistance in parent meetings and parent education. Translation devices support office staff and teachers in their work with students and families. District liaisons advocate for and support parent involvement. The district has purchased hand-held Translators work with EL teachers, instructional aides, district directors, migrant recruiters, and community partners to support students and families with limited English proficiency. The Seesaw platform provides a wider range of translation opportunities and a simple method of communication. Printed school-home communication/education is also translated.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here https://alsde.onlinehelp.cognia.org/.
Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

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

ATTACHMENTS

Attachment Name

Coordination of Resources

eProveTM 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		•
Title I Committee 2024-25		• 1