



Title 1 Schoolwide Diagnostic for ACIP: 2025-2026_03022026_09:45

Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

Athens Intermediate School

Jake Herrera

1916 U.S. Highway 72 W.

Athens, Alabama, 35611

United States of America

Table of Contents

Instructions	3
2025-2026 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	16
Parent and Family Engagement	17
Coordination of Resources - Comprehensive Budget	25
eProve™ strategies: Goals & Plans	26
Attachment Summary	27

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.

2025-2026 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

In August, staff reviewed ACAP scores from the previous year and iReady scores from the fall assessment. Staff was asked to look at gaps in the data to set goals for the 25/26 school year.

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

4th grade math needs:

- Geometry: 36% below grade level
- Measurement & Data: 32%
- Algebraic Thinking: 26%
- Number & Operations: 27%

5th grade math needs:

- Geometry: 34% below grade level
- Measurement & Data: 29%
- Algebraic Thinking: 26%
- Number & Operations: 20%

4th grade reading needs:

- Informational Text: 36% below grade level
- Vocabulary: 27%

- Literature: 23%
- Phonics: 22%
- High-Frequency Words: 6%
- Phonological Awareness: 0%

5th grade reading needs:

- Informational Text: 41%
below grade level
- Vocabulary: 35%
- Literature: 35%
- Phonics: 14%
- High-Frequency Words: 3%
- Phonological Awareness: 0%

Chronic Absenteeism had decreased from the year prior.

3. What conclusions were drawn from the results?

4th Grade math had a real issue with a drop in ACAP scores. Being able to target their collab time to a more tiered approach. We also did a dive in subgroup data to see who was the lowest performing group. EL and SPED were our lowest performing group with both scoring in the C category.

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

Perception Data: There is strong existing evidence of stakeholder engagement through weekly family newsletters, social media, and "Parent University". However, the school concluded a need for more formal "teacher voice" through quarterly surveys to improve learning.

- Student Achievement: Analysis of i-Ready and ACAP data led to a conclusion that while current digital resources stimulate curiosity, there is a need for a more "balanced system" of assessment. Specific achievement targets were set: 60% proficiency in Math and 70% in Reading by the Spring i-Ready assessment.
- School Programs/Process: A key conclusion is the need to move from informal collaboration to "intentional and consistent" weekly meetings focused specifically on student work and data.
- Demographic Data: The assessment identified a need to "balance class lists" to better sustain a culture of fairness, equity, and inclusion

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

- Professional Support: The diagnostic gave a low rating (2) to staff receiving support to strengthen practice. The school connected this to a goal for 100% of teachers to be active participants in all collab meetings.

Academic Growth: Priority needs in Math and Reading (identified via i-Ready data) are connected to goals for Tier III instruction from specialized interventionists.

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

- Diagnostic & Standardized Data: Goals are specifically benchmarked against i-Ready Winter/Spring diagnostics and ACAP specifications.

Observational Data: Goal 2.1 uses classroom walkthroughs, lesson plan audits, and QR codes for each room to collect real-time instructional data.

Process Data: Goal 1.4 measures the effectiveness of the school's "Collab Time" through team agendas and minutes, ensuring the process of collaboration is actually occurring.

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

Whole School Population: The school established a goal to recognize 80% of all students in academics, extracurriculars, and community contributions to build a positive school culture. This includes recognizing "Portrait of a Graduate" traits in weekly nominations.

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.

Athens Intermediate School strengthens its academic program through the dual implementation of Marzano's Instructional Framework and AVID Schoolwide strategies, ensuring both high-yield instruction and student agency. Quality learning time is maximized through Weekly Collaborative Teams that use data to pivot instruction and individualized i-Ready learning paths. AIS provides a well-rounded and enriched curriculum by utilizing Powerful Task Design, embedding 'Portrait of a Graduate' skills into daily lessons, and providing opportunities for acceleration through the use of Level 4 Proficiency Scales

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.)

We were able to use math and reading interventionist to properly create a schedule to purposefully and adequately tier III intervention.

Also created a system for every Friday to look at weekly data to target students who were on pace to be chronically absent.

Our counselor has a daily counseling class where she presented a survey to ask for student needs. She was able to tailor her lessons based off the survey.

We developed a school-wide Eagle Code that is posted for every area of our building. The eagle code is discussed on morning announcements to reinforce student behavior. Being able to have expectations that are clearly identified all over the building.

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.**

Targeted Summer Learning: During the summer months, AIS identifies students who have not met proficiency on the ACAP or i-Ready diagnostics to participate in specialized summer literacy and numeracy camps, ensuring that learning continues beyond the traditional school calendar to prevent 'summer slide' among disadvantaged learners

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.

1. Migrant Students

- Procedures: AIS uses the ALSDE Employment Survey during enrollment to identify families who have moved within the last 36 months for agricultural or fishing work.

2. English Learners (EL)

- Procedures: Identification begins with the Home Language Survey. Students are then screened using the W-APT/WIDA Screener to determine proficiency levels.
- Strategies: * Instruction: Students receive support from an EL Teacher using the WIDA Standards and individual EL Plans.
 - Assessment: Progress is monitored annually via the ACCESS for ELLs assessment.

3. Economically Disadvantaged Students

- Procedures: While all students at AIS benefit from the Title I Schoolwide status, identification for specific support is linked to Free/Reduced Lunch eligibility and "At-Risk" flags in PowerSchool.
- Strategies:
 - Technology: The 1:1 iPad (Power Up) initiative ensures students have digital access at home, regardless of family income.
 - Basic Needs: Coordination with the school counselor with full tummy project.

4. Special Education

- Procedures: We follow strict IDEA guidelines. Students are identified through the SST (Student Support Team) referral process or child-find activities, followed by comprehensive evaluation.
- Strategies:
 - IEP Implementation: Instructional strategies are dictated by the student's Individualized Education Program (IEP), focusing on accommodations like extended time, small group testing, and modified assignments.
 - Specialized Tools: Use of SPIRE for reading intervention or specific math manipulatives as outlined in the provided improvement template.

5. Neglected and/or Delinquent Students

- Procedures: The district Federal Programs Coordinator maintains contact with local residential facilities or foster care agencies.
- Strategies: We ensure immediate enrollment and credit coordination. The Guidance & Counseling Department provides targeted SEL (Social Emotional Learning) support to help these students stabilize emotionally and academically after transitions.

6. Homeless Students (McKinney-Vento)

- Procedures: Students are identified via the Residency Questionnaire in the enrollment packet. The District Homeless Liaison verifies eligibility under the McKinney-Vento Act.
- Strategies:
 - Academic Continuity: Students are automatically eligible for Title I services, including supplemental tutoring and school supplies.

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.

All information is translated to the language needed. We also have pocket translators to help with any language.

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

12.8%

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

The experience level of key personnel is characterized by a blend of veteran leadership and intensive, ongoing professional development for the teaching staff.

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)?

We had 6 "leave". Out of the six, one went to a lower grade, one went to teach PE at the middle school, one retired, one moved to a school closer to her home, one moved to another state. This is the lowest rate we have had.

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

We use data from various assessments to set goals for our teams. The teams set the goals and then continuously evaluate their results through PLC meetings. Admin team also plan PD days throughout the year base off benchmark assessments and goals that are set by our district and admin team.

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

Teachers were able to design their own PD based off assessment needs. Throughout the year they are able to present PD to their peers that they see value in. We also use survey data to guide the next steps. Teachers were able to go through MCS training that was based off a need to address behaviors in the building. This allowed them to have tools in their toolbox to help with behaviors.

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.

We provided one on one peer mentoring for teachers with 3 or less years of experience. Teachers are paired based off their needs. Teachers offer their support.

12. Describe how all professional development is "sustained and ongoing." Professional development at AIS is defined as 'sustained and ongoing' through its integration into the weekly master schedule. Rather than isolated workshops, PD is job-embedded via Weekly Collaborative Teams where 100% of faculty analyze student work and i-Ready data to refine instruction. This is supported by continuous Coaching Cycles with Instructional Partners focused on Marzano's Framework and Powerful Task Design. Furthermore, our commitment to long-term initiatives like AVID ensures that professional learning is a multi-year journey of refinement rather than a series of disconnected sessions.

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.

Athens Intermediate School facilitates transitions through a combination of social-emotional support and academic alignment. To aid transition into AIS, we conduct 3rd-grade tours and use incoming data to provide immediate Tier III interventions. To assist with the move to middle school, our 5th graders tour Athens Middle School and are introduced to the 'school-within-a-school' model of the 6th Grade Center. Academically, our teachers meet regularly to discuss standards being assessed.

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?

Athens Intermediate School evaluates its program effectiveness through a triangulated data approach, combining summative, formative, and perception data:

- **Summative State Data:** The school analyzes ACAP (Alabama Comprehensive Assessment Program) results annually to measure proficiency and growth in ELA, Math, and Science. This data is disaggregated by subgroups (EL, Special Education, Economically Disadvantaged) to identify broader institutional gaps.
- **Formative/Interim Indicators:** We rely heavily on i-Ready Diagnostic data (Fall, Winter, and Spring) to measure "stretch growth." These diagnostics act as the primary "pulse check" to see if Title I interventions are working in real-time.
- **Non-Academic Indicators:** WE evaluate "the whole child" by tracking Chronic Absenteeism rates (reviewed in weekly Friday meetings) and discipline referrals, as these factors directly impact academic results.

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?

- **Growth Over Proficiency:** For students furthest from the standards (Tier III), the school measures success by i-Ready Stretch Growth targets. Effectiveness is determined by whether these students are making more than one year's worth of academic growth in a single school year to close the achievement gap.
- **PST Monitoring:** The Problem Solving Team (PST) meet regularly to review the progress of students receiving intensive intervention. If a student is not responding to a specific intervention strategy, the program is deemed "ineffective" for that child, and the strategy is adjusted.
- **Subgroup Gap Analysis:** We uses the eProve platform to compare the performance of historically disadvantaged subgroups against the general population. A decrease in the "Achievement Gap" percentage on state assessments is the ultimate metric for program effectiveness.

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?

We follow the Alabama Continuous Improvement Cycle (Plan-Do-Check-Act):

- Weekly Revisions (Collab Time): Revisions happen at the classroom level every week. Meet in Collaborative Teams to analyze student work and "adjust instructional strategies" immediately based on current mastery.
- Mid-Year Review: In January, the Instructional Leadership Team (ILT) conducts a formal review of Winter i-Ready data. If the school is not on track to meet the goal of 60% Math and 70% Reading proficiency, the ACIP action steps are revised to reallocate resources (e.g., more coaching cycles or different intervention materials).

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.

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 Athens City Schools administrators, along with administrators and teachers of

Athens Intermediate School work together using federal, state, and local funds to, in the best

way possible, enhance the quality of learning and education received at Athens

Intermediate. Priorities include keeping class sizes as small as possible, vetting and

purchasing the best possible textbooks and core programs available, and keeping

technology, for the use of the learner, current and up to date for every student in

our school. Federal funds will be used to provide high quality professional development that is focused on our school improvement goals. Other Priorities include supplementing instruction in the classroom for

certain students with specific needs. Beyond that, materials and supplies that enhance learning in the classroom are carefully chosen and considered before purchases are made. Federal, state and local funds are carefully committed and allocated to support achievement of our school-wide goals.

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



ACIP Sign in Sheet

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))

AIS will host an informational meeting that will discuss all that is needed. We will provide ample time for parents to attend by getting the information out.

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 Athens Intermediate, we believe in the importance of parent involvement and strive to offer parent meetings that will offer options and opportunities for all parents to attend. The majority of our parents work during the day and evening meetings are the most convenient for that majority.

Before the first day of school, Meet the Teacher Night is a very informative meeting to kick off the school year. The counselor and EL teacher organize a meeting that informs parents and gives them the opportunity to ask questions and solve problems with the assistance of a translator.

Additionally, parents have the opportunity to sign up for face to face conferences. This year, during conferences parents and students had an opportunity to attend math centers in the courtyard to inform parents about mathematics instruction. Parents and teachers have the option of meeting in person, over the phone or online via ZOOM sessions.

Administrators, teachers, and special area teachers at Athens Intermediate School are

available to meet with parents during the school day. It is our intent to make every effort to accommodate the schedules of the parents when it comes to working with families to improve learning and solve problems.

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).

We will provide a survey that will guide their understand and allow for their feedback.

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

Parent involvement

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))

Our Title I school utilizes a variety of organized meetings, digital communication, and hard copy notes to disseminate information. Our staff organizes multiple parent meetings or events to inform parents of a variety of topics including school processes and curriculum. Our school system employs a translator that provides verbal or written translation services.

After each of the three school-wide universal screener sessions, a hard copy score report will be sent to parents that includes information about how the student scored and where the student falls on the scale of achievement expectations.

Student learning activities posted on SeeSaw are evidence of student progress and give parents insight into standards based curriculum and student learning. Parents can view the activities and communicate with teachers through this platform. This platform provides translation for non-English speaking parents.

Parents are regularly informed of their child's progress and academic standing through report cards and assessments. Parents may indicate on either of these

forms that they want to meet with the teacher.

Under our Multi Tiered Systems of Support, struggling students will receive a letter to inform parents that the Problem Solving Team is going to gather information and meet to discuss options for helping that struggling student progress towards academic achievement. The parent will also receive permission form asking to allow the school to gather information and conduct hearing and vision screenings. Hard copies are available in Spanish.

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))

A School-Parent Compact is distributed to every student at the beginning of the school year. It has been reviewed and signed by the school principal and classroom teacher before being distributed to parents. Parents are asked to review the compact with their child. The Compacts are available to be discussed with a parent during a parent teacher conference Teachers make a minimum of three attempts to get a compact signed by a parent.

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

Should a parent find the Continuous Improvement Plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The school will submit parent concerns to the LEA. These concerns will be directed to the State Department of Education. Parents will be notified of their right to submit comments of dissatisfaction when the CPI is posted in the digital newsletter.

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 will 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.

Title I money continues to help our school build and provide many resources that are needed and available to parents and to teachers here at Athens Intermediate.

The Title I teachers communicate with the teachers about resources available in the Title I room that may be used at home when a parent makes a request to support learning. The Title I teachers communicate information about available resources at the annual meeting and through the school newsletter.

Teachers share ideas in their weekly newsletters of ways parents and families can support learning.

Students share digital portfolios with their families through the SeeSaw website.

Parents can see activities and videos and can provide feedback to their child.

Parents gain insight by viewing curriculum based activities. SeeSaw provides an opportunity for communication and feedback from parents when necessary.

SeeSaw provides translation service within the site.

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.

Will educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

The entire Athens Intermediate community of administrators, office staff, faculty, and

other vital school workers promote capacity for parental involvement through our culture and climate.

Under the leadership of our Athens Intermediate administrators, all staff follow their

example in how parents should be treated and valued and believe in the importance of parental participation. The Athens Intermediate staff wants to make parents feel welcome and make them feel that they are an important part of our school community. Office staff are the first to make contact with a visiting parent by offering a warm welcome and by serving the needs of the parent.

Athens Intermediate staff work together during grade level meetings, faculty meetings, and special event committee meetings to plan events and activities of which parental involvement is an important component. Teachers invite parents to be guest speakers and readers in the classrooms. Field day and special class holiday celebration days are both special activity days that solicit parent volunteers and attendance. Parents are invited to go along on field trips. All parents are welcome to be a part of our school and encouraged to be involved to improve overall academic achievement.

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.

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 Title I page on our website will have materials needed.

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.

Three of our most utilized forms of communication, The Athens Intermediate newsletter, the SeeSaw digital app-based platform, and One Call Now all have translation capabilities. The Athens City Schools website includes important information that parents need and utilize, and it also includes translation capabilities. Activities and events that are planned within the school may be advertised through a digital platform, but also by a hard copy letter sent home, and

many of those notices are translated into Spanish. There are parent volunteers who assist translating at parent meetings. The Central Office employs a person to help translate documents into Spanish. The translator is often asked to call parents and communicate information. The translator often attends school meetings during the day or at night in order to translate information between the educator and the parent.

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.

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: Will provide such other reasonable support for parental involvement activities as

parents may request. The Athens Intermediate family is made up of educators, staff members, students,

parents, and community stakeholders. Parents present ideas and give input to develop activities that would benefit the whole learning community. The staff at Athens Intermediate will make an effort to evaluate, assist, and implement activities requested by the parents. We will make every effort to assist parents who make requests for other support for parental involvement.

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))

Athens Intermediate is so proud of the variety of events and meetings that bring families together with Athens Elementary educators and staff. Athens Intermediate educators and staff are aware of communication challenges and we do what's necessary to provide opportunities for participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students in all activities associated with our school. Parent notifications, such as report cards, meeting notices, and handbooks are sent to parents in Spanish. Our school system provides assistance to ensure communication takes place with Hispanic parents and families when needed. All students, including parents of migratory students, receive important school information through notes home in their classroom communication folders, messages from our automated phone system, emails, phone calls, our school website, and emergency broadcasts on local television channels. To the extent possible all communications are sent to parents in a language that is understood.

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

 ALS Coordination of Resources

eProve™ strategies: Goals & Plans

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

- ☐ Yes
- ☐ No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Sign in Sheet		• 1
 <u>AIS Coordination of Resources</u>		•