

2019-2020 Title I Schoolwide Diagnostic for ACIP - FLYE

2019-2020 Title I Schoolwide Diagnostic for ACIP

Foley Elementary School

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2019-2020 Title I Schoolwide Diagnostic for ACIP

Instructions

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

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

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

2019-2020 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The leadership team worked with county curriculum supervisors to analyze Scantron results and the MRA given during the 2018-19 school year. We identified areas of focus and areas of strengths within our school. Administrators met with our curriculum leadership team within our school to share our findings. We discussed strategies that may have contributed to our successes and various sources that will help promote student success in areas of weakness including Guided Reading, school-wide PD for GR with model classrooms and lesson, individualized small group instruction based upon Scantron Performance Series data.

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

Reading: Areas of Achievement: The grade level with the most gains was 2nd grade with 50 (35%) students making their target goals. Grade levels with the most students in Quartiles 3 and 4 were 4th grade (42%) and 3rd grade with (43%). Areas in Need of Improvement: The grade level with the least gains was 1st Grade (13%) made their target goals in reading. The grade levels with the most students in Quartiles 1 and 2 were 1st grade (66%). Grade levels in need of most overall improvement in reading 1st grade. Math: Areas of Achievement: The grade level with the most students to make their target goal was grade 2 (57%) and grade 4 (62%). Grade levels with the most students in Quartile 3 and 4 were 4th (42%) and 3rd (46%). Areas in Need of Improvement: The grade level with the least number of students to meet their growth target is 1st grade (25%). The grade levels with the most students in Quartiles 1 and 2 was 1st(66%) and 2nd(60%). ACT Aspire to Scantron Results (beg. 2018) for the past years were as follows: Reading 3rd Grade 4th Grade 2015: 30% 29% 2016: 38% 34% 2017: 32% 38% 2018: 46% 44% 2019: 42% 43% Math 3rd Grade 2015: 48% 58% 2016: 59% 57% 2017: 61% 57% 2018: 41% 37% 2019: 46% 42% Attendance: 2015: 94.3% 2016: 94.0% 2017: 97.9% 2018: 93.0% 2019: 95.0% Quality intervention for struggling students 4th Grade

3. What conclusions were drawn from the results?

1st grade scores were significantly lower than other grade levels for consecutive years. This prompted many moves across the grade level. Focus needs to be given to standards and how they are assessed throughout the school year. Special Education subgroup shows the largest gap.

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

Based upon MRA Results, our leadership team noted that teachers were perceived to be good role models (86%), teachers are satisfied and have staff fulfillment (83%). School events were negatively perceived as building a sense of community, establishing culture, empowering students application of learning, and supporting the school mission. (51%) Family involvement with focus on overcoming barriers to engagement and family efficacy are high based on parents responses (83%). Our team deducted that teacher perceptions and parent perceptions of involvement are skewed as the results showed that school and family partnerships are at 71%. Based on the demographic data, were noted positive trends in Reading among our Special Education demographics and a closing gap for our Special Education and Hispanic students in Math. However, our gap continues to widen in Reading for Special Education students. Our ESL population continues to grow from 32% in 2018 to 33% in 2019 requiring continued focus on ELL training for our staff.

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

Our school goals are derived based upon the needs of our demographic make-up including our ESL population, our Economically Disadvantages, Special education and the school-wide academic data.

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

We used averages from school-wide achievement in reading and math, NSGRA, I-now discipline referrals and school-wide attendance along with stakeholder survey results. Then, we disaggregate the data to identify gaps in those areas, so we can address needs for specific groups such as Special Education students, our Spanish speaking families, and families who are economically disadvantaged. We compare the data in Scantron, NSGRA, and classroom assessments to be sure they are succinct and teacher assessments mirror the rigor of the state assessments.

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

We use averages from school-wide data to determine the needs of our students in reading and math. We incorporate programs that will disaggregate data down to the individual child and then meet the needs of the learners individually by utilizing programs such as Guided Reading and Compass. We use the data to find gaps in specific groups such as Special Education, ELLs, and families who are Economically Disadvantaged.

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

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

We will continue to provide targeted professional development to encourage differentiated instruction and active engagement in classroom lesson. In order to best support our learners, we will continue to focus on School and Community Literacy through Parent Education nights, working with South Baldwin Literacy to support ELLs in Pre-K, Seesaw, Guided Reading- Model Classrooms, Professional Development, and supplementing our Teacher Resource Room. Interventionists will support students and teachers by providing tiered instruction through the use of Spire, Bridges, and EDGE based on analysis of data using Scantron Analytics and RTI decisions. Time blocks have been designated for K, 1, and 2 classrooms where tiered intervention will be provided by interventionists and ESL teachers. At this time, classroom teachers can also provided tiered instruction and utilize the time to provide enrichment activities to challenge progressive learners. English Language Learners will be supported by South Baldwin Literacy Committee, Parent Trainings, Teacher Education with Teri Medina, and providing parent communications in their home language when possible. Math and Science Curriculum are being further developed by purchasing additional supplies for our teacher resource room and our lab. Providing manipulative allows for hands-on instruction to better engage students in learning and to provide real-world experiences. We will continue to develop the whole child through behavior support and school-wide culture programs such as Leader In Me and Conscious Discipline.

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.)

The Leader in Me Lighthouse Team with representation from each grade level and special services to give input toward the creation of effective expectations with monthly reviews and modifications as needed. Classroom teachers and other school staff will follow Leader In Me and 7 Habits instructional design to encourage good behavior and character education. Teachers will assist students in self-monitoring and goal setting allowing students to hone skills outside of academic areas. The Peer Helper program is used to provide mentor opportunities for students who are identified at-risk through attendance, grades, and discipline referrals. Data from multiple sources including State-wide testing, NSGRA, weekly grades as well as attendance and discipline are used to help teachers and the RTI committee make informed decisions on providing intervention supports for academics or 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**.

Based upon student needs as determined through Scantron Performance Data, students are able to access additional assistance through tutorial services offered by classroom teachers in the mornings or afternoons.

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.

Our migrant students and ELLs are given assistance by ESL Teachers who pull them daily for small group instruction based on their needs from WIDA data from the previous year. Our Economically Disadvantaged students are offered participation in the backpack program which provides food for these students over the weekend when they may not have a meal. Our Special Education population is served by Resource Teachers who are familiar with each student's specific learning needs. Neglected and/or Delinquent and Homeless students are served by a variety of area agencies that work together with our counselors to assist students and their families. The Turkey Take-Out Program provides Thanksgiving groceries for needy families. Our counselors also work with area agencies to help provide Christmas food and toys for our neediest students.

5. Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Our ESL department holds annual parent conferences to share them results of the WIDA assessment to create a plan for student success. They work with classroom teachers to share best strategies for individual learners and provide professional development as needed. We have interpreters available on campus to meet with our non-English speaking parents and provided documentation when able in the parent's home language.

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

We had a 12% turnover this school year. 2 teachers retired. 1 resigned due to medical issues. 5 teachers were non-renewed. 4 teachers transferred within the district.

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

48% of our teachers have obtained Master's degrees or higher. We have 2 teachers currently working on 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)?

We have a teacher mention program to provide support to new teachers. We also include teacher input in making decisions regarding school-wide instructional programs and activities. We offer various opportunities for teachers to participate in leadership roles to further develop their personal interests in education such as Math Team Leader, Leader in Me and the Guided Reading Cadres.

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

We use school-wide assessment data to determine needs for PD in specific areas for Reading and Math. We also use data to drive decisions to provide ESL Sheltered Instruction PD and Guided Reading PD for specific grade levels based upon achievement gaps. We let our teacher data help drive mentor and coaching needs. This data drove our development of model classrooms as well as peer observation opportunities or Individualized PD.

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

AMSTIGuided Reading CadresSheltered InstructionLeader In MeCLAS Leadership InstitutesLocal School PDs including MCS, Scholastic Guided Reading, Bridges, W.O.R.D., Edge, etc. provided by lead teachersModel Classrooms

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 have two new teachers on campus that have been assigned a mentor teacher who receives coaching from county curriculum department. We have also established Guided Reading model classrooms and provide opportunities for teachers to observe classroom instruction.

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

We have ongoing professional development throughout the year with Leader in Me and Scholastic Guided Reading. We use teacher and stakeholder feedback to determine areas of need. Our data drives the need for PD for targeted teachers and standards.

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.

We have added two additional Pre-K classrooms this school year. Students in 4th grade are switching classrooms to prepare them for the Intermediate school. The counselors take our 4th grade classes to the intermediate school to transition them into the 5th grade and familiarize them with classes and routines.

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?

We conduct quarterly meetings with our feeder pattern to analyze assessment data. We bring our discussions back to share with faculty and Leadership team members as well as conducting monthly PST meetings to analyze student progress. This data is analyzed with NSGRA data to modify our activities toward our goals.

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?

Foley Elementary looks at Gap Achievement data from Scantron Performance along with NSGRA and classroom grades to determine which students were in danger of scoring non-proficient. We look at individual grade level, classes and subgroups to determine if our efforts are worthwhile or need modification.

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 regularly scheduled meeting of the Leadership team at Foley Elementary starts the process of evaluation of our school-wide programs. Each grade level and specialty area is represented. We analyze data and collaborate to make adjustments in instruction for our students. After each meeting, the representative meets with her/his grade level cohorts and they create a plan to implement the change in their grade levels and classrooms.

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

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

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

Title I Alabama Math and Science Technology Initiative Scholastic Guided Reading Our leadership team comprised of Administration, Grade Level Representatives, and Resource teachers analyze data to determine the needs of our students and design our goals. We receive Title I funds which are used to reduce classroom sizes, provide Reading Intervention teachers and programs that meet the needs of our students. Funds are also dedicated to providing before and after-school reading and math tutoring to students who are identified through school-wide data as struggling learners. Programs such as Big Universe, Triumph Learning and Leader in Me are purchased and professional development is provided to help achieve our schoolwide goals. AMSTI is a state funded program which provides hand-on learning opportunities with embedded technology to enhance instruction. Our school system has partnered with Scholastic to provide professional development and resources to our teachers to meet the individual needs of learners. We supplement that initiative with additional PD for our teachers using Title funding.

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).

Our local school system is using the Safe Kids Program in K-4 to address violence prevention with students through large group counseling. Our students also have access to the Free/Reduced Lunch program to ensure each child's basic needs are met in order to support student achievement.

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 Collaboration Log](#)

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

- YES**
- NO
- N/A

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

- YES**
- NO
- N/A

Parent and Family Engagement

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

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic or the Title I Schoolwide Diagnostic. Parent survey must be done annually but it can be done electronically or by paper.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

The leadership and staff of Foley Elementary School have a strong belief in the importance of parental involvement and, therefore, have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set aside and the rights of parents involved will occur on August 30th.

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).

Foley Elementary School believes in involving parents in all aspects of its Title I programs through the School Leadership Team. Parent Involvement/Parent Advisory Committee, and Parent Teacher Organization meetings will be schedule throughout the year: School Leadership Team will meet quarterly, Parent Advisory Meeting quarterly, and Parent Teacher Organization quarterly. Parent Workshops will be offered during the school year.

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

Funds have been used for parent resources to purchase manipulatives, educational reading materials, and educational games that allow parents to work with students at home. Materials and supplies are used for communication purposes.

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))

Foley Elementary School believes in involving parents in all aspects of its Title I programs through the School Leadership Team. Parent Involvement/Parent Advisory Committee, and Parent Teacher Organization meetings will be schedule throughout the year: School Leadership Team will meet quarterly, Parent Advisory Meeting quarterly, and Parent Teacher Organization quarterly. Teachers begin the year with whole group parent meetings to share information regarding curriculum, resources, and expectations which is also communicated in the student handbook. Parent Workshops will be offered during the school year. Monthly newsletters are sent out to parents by the school and are offered in English and Spanish. Classroom teachers host student led parent conferences to communicate academic expectations and successes. Students maintain leadership notebooks that contain data regarding attendance, reading, and math using Scantron, NSGRA, and weekly assessments. Quarterly progress reports and report cards are sent home by the school to allow students to monitor their child's achievement. They also have daily access to I-now that teachers maintain weekly to be informed of student progress. Our teachers also utilize Seesaw to allow parents to monitor student work and progress.

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))

Foley Elementary School revised its School-Parent Compact in the summer of 2019 at the request of the School Leadership Team. The compact is developed through a coordinated effort by the Leadership Team and Parent Advisory Committee. All parents were given a copy of the new compact at the beginning of the school year. The compact was explained to the parents by homeroom teachers, and they will be asked to sign the compact signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compact is reviewed during parent-teacher conferences to remind everyone of their responsibilities to ensure student success. The school compact is updated each year during the summer.

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

Foley Elementary utilizes an online parent survey that allows parent the opportunity to be involved in major decisions regarding important issues pertaining to the school quarterly as needed. In addition, the School Leadership Team Title I Committee reviews, evaluates, and revises it Continuous Improvement Plan. The committee consists of Parents and one community member. During the review process, all parents are notified of the review through notices sent home in our parent communication folders. Parents are notified the plan is under review, a copy of the plan is available for review in the office and on the school website, and parents have the right to give input regarding the revision of the plan. In addition, parents will be given opportunities at each PTO meeting to express concerns or suggestions regarding the School Improvement Plan. The notice, also, states that after the plan is finalized and approved if a parent finds the plan to be unsatisfactory, they have the right to file a grievance according to the Baldwin County Board of Education grievance procedure.

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.

Foley Elementary School will establish routines, procedures, and events that will allow for parent involvement and family engagement as outlined in our Parent-School Compact and through the Student Handbook. We will work as a school community to provide opportunities for parents to learn about school programs, technology used, and how to best support student learning. We will vary times and programs to meet the needs of all families. We will use multiple facets to share this information and reach all stakeholders.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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

Professional Development is provided to the faculty and staff regarding the importance of parent and community involvement with the success of children. Extensive training in Leader in Me will provide the basis for strategies to involve parents. Our teachers also receive ongoing training in Guided Reading to support individualized learning instruction. In addition, we are building a Teacher/Parent Resource Center filled with learning games and activities. These tools will be available for check-out from the school.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

At parent meetings throughout the fall, Foley Elementary presents information about Title I programs, the curriculum, and forms of academic assessment used. Parents learn about priority goals in reading and math. They, also, learn how to schedule parent-teacher conferences and are reminded of how they can participate in decisions related to the education of their children. State assessment scores are sent home at the beginning of the year. Ongoing assessment reports are sent home at midterm and the end of the quarter. Workshops are scheduled to assist parents in helping their children in technology, reading and mathematics. Assessment scores are presented and reviewed at the Title I meeting at the beginning of the year. Parents are invited to Parent Orientation Night where reading, science, technology, and math goals. An interpreter is provided at Title I meetings and PTO meetings to communicate with these parents. Foley Elementary School will offer workshops for Hispanic parents to support their students in Reading as well as assist them in learning the English language. In addition, documents are provided, to the extent practical, in Spanish.

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.

Foley Elementary offers Parent Orientation Nights and Parent Workshops to give parents the opportunity to gain information about curriculum and instruction. Useful handouts and websites are given to the parents during these activities to better equip parents in assisting their children with academics. Foley Elementary also offers parents of ESL students the assistance of an interpreter to make sure that information is appropriately conveyed to them. Computers with internet access and English language instruction are in the library for parental use.

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.

Foley Elementary School ensures that all letters or materials that are sent out to parents are in an understandable format. E-mails, text messages, and voicemails can be sent in English and Spanish using School Messenger. We also offer assistance when we meet with parents by having an interpreter at those meetings as they are needed.

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))

All information sent home is translated into Spanish, including teacher development materials, school newsletters, and school reports, to the extent possible. During parent workshops or presentations, translators are available to present the information and assist Spanish speaking families.

Coordination of Resources - Comprehensive Budget

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

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

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

ATTACHMENTS

Attachment Name

 [2019-2020 Amendment 1](#)

 [Fall 2019 Budget](#)

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)
 2019-2020 Amendment 1		•
 ACIP Collaboration Log	Signatures of ACIP committee members	• 1
 Fall 2019 Budget		•