



2021-2022 Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

Wills Valley Elementary School
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Instructions

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

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

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

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The school leadership team along with the faculty analyzed needs assessment data to determine strengths and weaknesses throughout the school program over a three year span. Data from the following sources was reviewed: iReady, DIBELS, ESGI, unit tests, report card grades, attendance, and discipline. RTI referrals were also considered during this process in order to determine the needs of students. Input was solicited from all faculty members and parents through the use of surveys.

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

The comprehensive needs assessment showed that the greatest need is to increase the academic proficiency of students in reading and math. Other needs include: increasing the english language proficiency of EL students, providing additional support to students with behavioral issues and mental illness, to increase student attendance rates and to provide professional development in the areas of math, reading, and technology.

3. What conclusions were drawn from the results?

A continued emphasis should be placed on increasing student growth in core academic subjects through aligning the curriculum vertically from pre-kindergarten through 4th grade. Additionally, teachers should focus on delivering small group individualized lessons based on student needs that provides specific, intense, and explicit instruction. In order to increase teacher knowledge, curriculum coaches should continue to provide job-embedded professional development and coaching. EL teachers should provide language and core support to our EL population in both reading and math. The rising number of students experiencing severe behavioral/ mental issues requires additional support from the school system social workers and counselors. A focus should be placed on increasing the attendance rate of students.

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

As a result of analyzing the data, programs, and surveys, it was determined that teachers would benefit from continuing support and training from the math and reading coaches along with regional AMSTI and ARI staff. The focus on vertical curriculum alignment should continue through the work of the Vertical Alignment

Leadership Team in order to bridge instructional gaps within and between grade levels as well as ensuring coverage of all grade level standards. It was also concluded that the EL students need additional support in core reading with fluency and comprehension and that they would also benefit from extra support in math due to the high level of reading and thinking that is involved in problem solving.

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

The objectives and critical initiatives outlined in the Annual Improvement plan align with the priority needs determined by the comprehensive needs assessment. The priorities being addressed in the plan include academic achievement, student attendance, English language learners' needs and school culture.

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

The priorities, objectives, critical initiatives and activities show clearly that multiple data sources were used and that strategies were determined based on the type of data used. The goals are specific to the needs as determined by data and are measurable using some of the same data sources used to make the needs determination.

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

The objectives address core instruction in reading and math as well as intervention for students who are not successful with Tier I instruction. As a School-Wide Title I school, all students benefit from the critical initiatives set forth in the plan. Every student will benefit from the high quality instruction provided by teachers and especially the intense, explicit instruction and intervention that takes place during small group learning. The critical initiatives addressing student attendance will include all students in the school however, special attention will be paid to those who are at risk of having chronic absenteeism. English learner students will receive additional support in order to give them the skills they need to be successful learners. The social and emotional needs of students will be addressed through programs and personnel focused on these particular needs.

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.

Every student will benefit from the high quality instruction provided by teachers and especially the intense, explicit instruction and intervention that takes place during small group learning. The critical initiatives addressing student attendance will include all students in the school however, special attention will be paid to those who are at risk of having chronic absenteeism. English learner students will receive additional support in order to give them the skills they need to be successful learners.

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.)

In order to strengthen the academic program, tiered instructional support is provided by regular classroom teachers as well as intervention teachers whose sole purpose is to provide intervention support to struggling students. Wills Valley Elementary employs four intervention teachers as well as three EL (English Learner) teachers. Reading and math Intervention teachers provide targeted support in Tier I and Tier II and are the sole providers of Tier III intervention. Support is provided through small group instruction in order to meet the individual needs students and thus, increase student academic proficiency. EL teachers provide small group English language acquisition support to EL students. In order to best determine the needs of students, benchmark assessments are conducted at the beginning, middle and end of the year. The data is be analyzed and monitored throughout the year to track progress of individual students. Teachers participate in ongoing professional development/training centered on implementing best practices and research based strategies to enhance classroom instruction and increase student learning. The

Vertical Alignment Leadership Team works together to align the curriculum across the grade levels.

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**.

Students who experience academic difficulties will be provided timely, effective and additional instructional assistance through after school parent conferences as needed and will have the opportunity to participate in a free after school tutoring program where they will receive differentiated instruction based on individual reading deficiencies.

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 students at Wills Valley Elementary School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, Special Education services, At Risk, and counseling services. Wills Valley utilizes various community resources to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public pre-school education provided to other children and youth. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public pre-school education provided to other children and youth. All homeless, migratory, and limited-English proficient students are 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 counselor and EL teachers identify limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or in the home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Learner (EL) program. Parents or guardians have the right to waive Title III Supplemental EL Services. If the parents or guardians agree for the student to receive services, an EL Committee convenes to determine appropriate services and placement for each individual student. The EL committee consists of the EL teacher, parent/guardian of the student, the student's teacher, the school counselor, an interpreter, and a school administrator. A variety of services are

provided to all EL students such as content area tutoring, pull-out EL services, pull-out for individual support, and content-based EL instruction. Three EL teachers and one EL instructional aide provides services to EL students at Wills Valley Elementary School. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The EL committee reviews each students' progress regularly throughout the year. If the student scores proficient on the WIDA Access test and is performing on grade level (as determined by grades, teacher recommendations and results of reading standardized tests), the student becomes eligible to exit the EL program and will be monitored for two years to ensure success. Parents and guardians of each student receive a Migrant Education Survey, which determines student eligibility for the migrant program.

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.

Academic achievement results are presented to parents in their native language when possible. The school employees two bilingual staff members who have the ability to translate information and address questions and concerns a parent may have concerning his/her child's progress and achievement.

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

At the end of the 20-21 school year, one teacher retired and two teachers transferred to other positions in the school district. This would equal to a 4% turnover rate.

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

Certified staff average years of teaching experience is 13.5 years.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

Not applicable; turnover rate is very low.

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

Assessment data is analyzed on a regular basis by teachers, curriculum coaches and administrators. The results are used to identify professional development needs. Professional coaching occurs continuously throughout the year as needed. In addition, teachers attend outside professional development training as determined by assessment data.

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

Professional development opportunities are available at the start of the school year as well as throughout the year. At the beginning of this school year, teachers received PD in the following areas: i-Ready math curriculum, technology, and curriculum alignment. EL teachers along with selected general education teachers attend SAMUEL training each year. The school system offers a PLU each year for principals/administrators. The reading coach, math coach, and technology coach conduct professional development sessions continuously throughout the school year as well as conduct mini and full coaching cycles with individual teachers. 90% of teachers have either completed or are currently enrolled in LETRS training provided by Voyager in conjunction with the ALSDE. Multi-sensory Orton Gillingham (OG) training was provided on-site during the summer of 2021 for all teachers who were able to attend.

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.

Fort Payne City Schools participates in the Alabama State Department of Education Mentoring Program. The program is designed to provide ongoing support throughout the year by assigning an experienced teacher with every new teacher. Schedules are arranged so that the new teacher and the mentor teacher have the same planning period which helps facilitate collaboration. The new teacher has the opportunity to observe the mentor teacher in action. Curriculum coaches and interventionists work collaboratively with the new teachers to assist in testing, progress monitoring, lesson planning and instruction. The new teachers have opportunities to participate in walk through observations so that they can observe what their peers are doing on a daily basis.

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

Professional development is sustained and ongoing because it is job-embedded. When lead teachers go through professional development training, they turn the information around to the other teachers. The curriculum coaches then provide additional information and/or strategies to help sustain the efforts. Administration looks for evidence of the strategies and instructional practices in use during walk through observations. Teachers participate in learning labs throughout the year organized by the curriculum coaches. The technology coach provides monthly professional development and visits the classrooms often to provide hands-on assistance in implementing various technological learning activities. Teachers participate in coaching cycles throughout the year.

13. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

An orientation is conducted for all upcoming kindergarten students and parents. Parents and students are given the opportunity to visit the school prior to entering kindergarten thus relieving fear and anxiety and promoting a more successful transition. During orientation, students tour the school, meet the school staff, and meet new friends. In addition, parents are given a kindergarten readiness skills checklist in the spring prior to entering kindergarten. They are also given resources such as flash cards that assist parents in equipping children with readiness skills that will help them be more successful in kindergarten. Toward the end of the school year, current kindergarten students visit a first grade classroom, first grade students visit a second grade classroom and second grade students visit Little Ridge Elementary third grade classrooms in the in order to promote a positive transition to the next grade level.

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?

The Alabama School Report Card is used as a measure to determine the effectiveness of the programs at Wills Valley Elementary. Although the data contained on the report card is derived from standardized test scores at Williams Avenue Elementary (grades 3 and 4), it is understood that the proficiency level of the students in 3rd grade is a direct reflection of the instruction they received while attending Little Ridge Elementary. Second grade students participate in the state mandated ACAP assessment. English language learner students participate in the WIDA assessment. Several assessments are conducted throughout the year that

assist faculty in measuring student proficiency. Teachers and administrators disaggregate end of the year data, determine what worked and what didn't, and develop next steps for the upcoming school year. A teacher survey and parent survey are also conducted at the end of the year to evaluate perceptions on how effective the Title I program is being delivered. The Federal Programs Advisory Council meets in May to analyze school system results in order to determine the effectiveness of the program.

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?

At the end of the year, administrators, curriculum coaches, and interventionist meet to look at data of students that received additional intervention during the school year. The data from the beginning of the school year compared to the data at the end of the school year determines whether adequate growth was made. The team will look at the end of the year grades, i-Ready, DIBELS and ACAP data to determine whether the interventions used and the strategies and actions steps used were effective in improving student achievement for struggling students.

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?

Throughout the year, the CIP team consisting of administrators, curriculum coaches, lead teachers, and interventionist meet to determine whether the strategies and actions steps in the CIP are being effective based on data and coach/teacher input. If the team determines that additional strategies and/or action steps are needed, the CIP committee will meet to discuss the need for change and based on the committee input, the CIP will be revised. All stakeholders will be made aware of the revisions and the action steps will be put into action immediately.

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.

At Wills Valley Elementary, a combination of funds are used to achieve school wide goals including: State of Alabama School Foundation Program, Title I Federal Funds, Title II Federal Funds, Title III Federal Funds, Title V Federal Funds, and Local Funds.

The results of a comprehensive needs assessment determine how funds are allocated toward the achievement of school wide 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).

Being a PreK-2 school, some of the above mentioned programs do not apply to our specific grade levels. The child nutrition program provides healthy meals so that our students can perform at their best. Our counselor uses the Second Step Program which addresses bully prevention and child safety concerns. Having a full-time SRO (school resource officer) helps to provide a safe environment conducive to learning.

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

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))

During the first 6 weeks of school, Wills Valley Elementary School holds its annual Title I meeting for all parents. Parents are notified of the meeting through notices sent home with students, weekly newsletters, flyers sent home in English and Spanish, school sign, and phone calls through the school notification system. During the parent meeting, a presentation is made that explains the school's curriculum and the Title I program and its services, the 1% set-aside and the parents' rights.

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.

To provide an opportunity for all parents to attend parent involvement activities, activities are offered at different times of the day so that working parents can come in the evening and nonworking parents can come during the day. In addition, our parent meetings are conducted in English and Spanish. Communication with parents takes place through a variety of methods including face-to-face, by phone, and virtually through an online platform such as google meet.

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).

Wills Valley Elementary School understands the importance of involving parents in all aspects of the Title I program. There are four parents on the CIP Committee who are active participants in the development of the plan. In addition, two community leaders serve on the team. In order to develop the Parental Involvement Plan, surveys were distributed to all parents at the end of the school year. These surveys allow parents the opportunity to share input on activities, training, and materials for the upcoming school year. Each year, the Continuous Improvement Plan, which includes the Parent Involvement Plan, is reviewed, evaluated, and updated. Results of the parent surveys are reviewed and addressed in the revised CIP.

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

Wills Valley Elementary School uses the majority of its parental involvement funds to pay the salary and benefits of the Parent Involvement Specialist. Remaining

funds are used to provide materials and supplies to support the engagement of parents in the school program.

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))

At the annual parent meeting, Wills Valley Elementary will hold a general session where information will be presented about the Title I programs, the curriculum, and forms of academic assessments used. Parents will be invited to visit their child's classroom, as possible. Due to COVID restrictions, some parent conferences have taken place by phone. Teachers will provide additional information to parents on the subjects taught and how students are assessed. Parents will be informed on the process for scheduling parent conferences, and how they can participate in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information on school topics and a copy of the parental involvement plan. Wills Valley Elementary presently has approximately 300 children in K-2 that have non-English speaking parents. Interpreters are available to communicate with parents, as needed. In addition, documents are provided, to the extent practicable, 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))

Wills Valley Elementary School revisits the School-Parent Compacts annually during the Federal Programs Advisory Council meeting held in May. This meeting includes teachers, parents, community leaders and administrators. All parents are given a copy of the compact at parent orientation. The compact is explained to the parents, and they are asked to sign the compacts signifying their commitment to working in partnership with the school and their child to ensure that their child is successful in school. The purpose of the compacts are explained to the faculty during the first faculty meeting and each teacher will be given the responsibility to explain the compact to the students and obtain the student's signatures. The teachers will also sign the compacts and keep them in the classroom for use during parent-teacher conferences. The compacts will be returned to the principal at the end of the school year and will be kept on file for five years.

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

If a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school and the school will submit the concerns to the central office along with the CIP.

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.

Wills Valley Elementary School will accomplish much of this through its annual Parent Engagement Night held in September and through Parent Conference Month held in October. During this time, parents will receive an overview of standards and expectations. They will also receive resources and information to assist them in helping their child succeed. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their child's education. Parents will also be given the opportunity to meet with their child's teacher and learn more about individual class assessments and what their role will be in helping their child succeed. A parent night will also be held in March. The school library will include a section that is specifically for parents. It will include resources that will assist them in learning more about helping their child be successful in school.

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.

Wills Valley Elementary School CIP Committee works diligently to ensure that all parent information and training is closely aligned with the school's identified goals. Throughout the year, parent meetings are held that address topics identified by parents on the survey as important to them and topics that are aligned to our goals and objectives. Since our CIP Committee identified academic achievement, attendance, and English language proficiency as areas for focus and growth, the school will hold parental involvement meetings on these topics and provide parents with related materials. The school also provided training for parents during parent night on how to access Seesaw, an app that the students use on their iPad that creates a portfolio of the students work. The parents can keep a close look on what is going on in the classrooms by watching videos of their child explaining a class project or assignment.

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.

Wills Valley will continue to work with its teachers through in-services, faculty meetings, common planning meetings, data meetings and grade level meetings to give them a better understanding of the importance of parental involvement and how parents are partners in education. Administration will work closely with our parent facilitator in planning parent involvement activities and providing materials that best meet the schools identified goals. Teachers will use remind, class dojo, and Seesaw to keep parents informed.

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.

Wills Valley Elementary School strives to coordinate and implement parent involvement programs that reach the needs of all parents. Two bilingual translators are on campus full time as well as a full time bilingual classroom teacher. Meetings and training sessions are translated for parents, as needed. The parent involvement specialist meets regularly with stakeholders to maximize the benefits of all parent involvement activities and to ensure that all activities are aligned with the CIP goals.

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.

All parental requests are considered and addressed by the appropriate personnel.

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))

Wills Valley makes every effort to work with parents in meeting their requests as related to their involvement in their child's education. Once results from the latest parent survey are collected, training sessions are developed based on the results. The parent involvement specialist will work closely with the faculty to provide training opportunities for parents during school hours and after school hours as needed.

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

 21-22 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)
 21-22 ACIP Strategy Map		<ul style="list-style-type: none"> •
 21-22 Annual Implementation Plan		<ul style="list-style-type: none"> •
 21-22 Annual Improvement Plan		<ul style="list-style-type: none"> •
 21-22 CIP Committee Member Signatures		<ul style="list-style-type: none"> •
 21-22 Coordination of Resources		<ul style="list-style-type: none"> •