

2019-2020 Title I Schoolwide Diagnostic for ACIP _08262019_14:24

2019-2020 Title I Schoolwide Diagnostic for ACIP

Fort Payne Middle 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 school leadership team analyzed data from the Global Scholar Assessment to determine strengths and weaknesses in the area of Reading and Math for the 2019-2020 school year.

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

We recorded gains in all grades; however, the gains did not meet our expectation. The percentage of students who did not make the "proficient" designation was an area of concern. Reading FALL SS/GLE SPRING SS/GLE GAINS Grade 5 (2017-18) 2433/3.7*2685/5.2+252 (2018-19)2584/4.62713/5.4+129 Grade 6 (2017-18) 2732/5.5-2833/6.4+101 (2018-19)2681/5.2*2767/5.8+86 Grade 7 (2017-18) 2837/6.4^2891/6.9+54 (2018-19)2848/6.5-2900/7.1+53 Grade 8 (2017-18)2909/7.22958/7.8+49 (2018-19)2887/6.9^2954/7.8+69 Math FALL SS/GLE SPRING SS/GLE GAINS Grade 5 (2017-18) 2343/3.8*2522/5.3 +179 (2018-19)2427/4.42577/5.8+150 Grade 6 (2017-18) 2572/5.8-2638/6.6+66 (2018-19)2516/5.3*2630/6.5+114 Grade 7 (2017-18) 2620/6.3^2689/7.4+69 (2018-19)2622/6.4-2707/7.7+85 Grade 8 (2017-18)2689/7.42756/9.1+67 (2018-19)2682/7.3^2760/9.2+77 Our data also revealed that students with disabilities are 24.57 percentage points below their general education peers.

3. What conclusions were drawn from the results?

We showed growth throughout the year in reading and math. Our proficiency scores, however, are an area of concern. Percent Proficient: Reading 5th = 34% 6th = 34% 7th = 41% 8th = 46% Math 5th = 50% 6th = 51% 7th = 39% 8th = 36% Our data also revealed that students with disabilities are 24.57 percentage points below their general education peers.

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

We will focus on improving instruction in Reading and Math by carefully studying and discussing standards during the planning process. We will monitor standards mastery carefully with formative assessments. Teachers will reteach standards not mastered and document this in their pacing guides. In addition, departments will meet with vertical teams to discuss standards mastery and non-mastery with current student groups. SPE and Gen ED teachers will engage in collaborative planning sessions to develop co-teaching activities to increase achievement. SPE teachers will participate in training with the instructional coach to analyze data and identify individual student needs based upon standards not attained.

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

Our primary goal is to improve instruction and standards mastery in reading and math. This is reflected in our goals.

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

The goals reflect the areas in need of improvement from our spring Scantron Assessment. Raw data was analyzed and synthesized into a report for teachers to see student progress toward our goals.

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

Our goals address every student at FPMS. We use Global Scholar testing, iReady testing, and formative assessments to assess during the school year. We have RTI meetings quarterly to address student performance levels. We offer reading and math intervention to students who aren't making adequate progress. In addition, we provide explicit EL instruction to our students who have not passed the WIDA examination.

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.

Explicit Instruction - Teachers will provide focused standards-based instruction in the academic classroom. Research based English language instruction will be administered explicitly to 5th, 6th, 7th, and 8th grade EL students. Intervention reading and math classes are provided for those who are in need of help but may or may not meet the standard for intervention.

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.)

Counseling - Students will may receive CAC or Dekalb County Mental Health Center counseling at the school and/or small group counseling from the school counselors. Suicide prevention training is offered to all students in programs throughout the year. We also employ a social worker to help bridge the gap between parents and the school related to students' mental health and well being. Career Preparation - Our eighth grade students take the first part of the required Career Preparation class offered through ACCESS.

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**.

Our school system offers an Extended Day Program for students grades Pre-K - 6th.

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.

We follow state and federal guidelines for identifying students with disabilities and/or language acquisition barriers. Special Needs students' schedules are built to address their needs based on their IEP's. We provide explicit English Language instruction for students who are identified as EL.

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.

Global Scholar results are sent home with midterms during the first nine weeks. Translated guides are available so parents understand the results in a language that they understand. EL Access scores are shared with parents at our parent meetings in the fall of the school year. These results are also translated in a language that they understand.

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

We replaced seven teachers at FPMS for the 2019-2020 school year. We have a total certified staff of 65. The percent of turnover is 11% for 2019-2020.

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

Experience of classroom teachers at Fort Payne Middle School ranges from 1-30 years in the regular classroom. The average is around 10 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)?

Every year district representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting certified teachers to Fort Payne City Schools. Prospective teachers are given information about the school system, the city of Fort Payne and neighboring communities, and information about the school system. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. The Federal Programs Advisory Committee determines personnel needs that require Title I funds based on our system wide needs assessment. Applications are requested district-wide when openings are available in order to choose only those teachers who are certified. The decision of recommending certified staff to the Superintendent and the Board is made by the local school. Principals are required to have knowledge of each teacher's certified status and the area the teacher is certified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school and are monitored every year by the administration and Central Office staff. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

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

We study data to identify our students' strengths and weaknesses. We then study our practices to see if there are ways to improve our instruction in the areas that we identify as weaknesses.

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

Our school offers professional development throughout the year based on our identified needs in academics, technology, etc. We also encourage teachers to identify professional development to attend. These teachers then share the professional development with their colleagues upon their return.

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

New teachers attend new teacher orientation in July prior to school starting, Our Superintendent discusses policies and expectations and our Technology Integration Specialist gives teachers all of their necessary log-ins for school applications. Our Curriculum Coach is assigned to all new teachers to help them with the transition into the education profession. She and our Technology

Integration Specialist guide our new teachers in using the technology that has become so routine to experienced teachers. Our curriculum coach also helps inexperienced teachers with best practices in the classroom. In addition, all teachers have planning partners to help with the planning process. This also allows teachers to share best practices. Our state continues to sponsor a mentoring program for first year teachers. All first year teachers are assigned a mentor who works exclusively with them.

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

The professional development that we chose for our teachers is sustained and ongoing because it is discussed and used constantly during planning meetings and during preparation for instruction. Our curriculum coach and grade level representatives/department chairs help facilitate this process and make it worthwhile and ongoing.

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.

Fourth graders visit our school during the spring of each year for a tour and a question and answer session about their new school. The counselors work with eighth graders during the school year to prepare a four year high school plan for each student. They visit the high school for a tour and registration in the spring of each year.

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?

Implementation of the school-wide program is evaluated initially through observations and later through an analysis of test results. We evaluate the results of our state's annual assessment as soon as we receive results. We analyze results by the individual, by the grade, and by the school as a whole.

2. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

We evaluate the testing data of all of our students. We analyze lower performing students' scores carefully as they directly affect the intervention programs that we provide. Our remedial classes use diagnostic data to inform instruction and insure students are working efficiently on their deficiencies.

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 School Improvement Team meets in the fall and spring to assess our progress towards our goals and make a plan for the current year.

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.

All of the Federal, State, and Local Programs and Resources are integrated toward the achievement of the 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).

The following is a comprehensive list of fund sources, with an explanation of their usage: The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2019-2020 school year the state is funding 59.54 teacher units. The state also funds one principal, two assistant principals, two counselors, and two library media specialists. The state allotment for classroom supply money is \$600.00 per unit. The grand total of state money for salaries is \$2,845,852.00. A budget detail is enclosed in this plan. Title I - Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2019-2020 school year, Title I monies are being used to fund one half reading/math specialist, a curriculum coach, a parental involvement specialist, .25 of a social worker, .25 of a secondary technology coach, and to purchase various materials/instructional supplies. This budget total of \$227,067.92 and is spent in addition to state/local monies. Title II - Part A (Federal): This money is used for Professional Development activities. The Professional Development activities must be in addition to Professional Development activities paid for out of state/local funds. Title III English Language Learners (ELL) (Federal): This money may only be used to provide supplemental activities to EL students. Funds are going to be used for students and their families for professional development activities such as workshops to help parents assist their child in school. The money is also used for salaries and benefits for one full time aide and classroom materials and supplies. Title III budget for 2019-2020 is \$30,744.33. Title IV - The total for this is \$0.00. Title V- The total for this is \$0.00. Title VI- The total for this is \$0.00.

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



CIP Meeting Agenda



CIP Team

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 month that school is in session, Fort Payne Middle School will hold its required Parental Involvement Night for parents. Parents are notified of the PIN through notices sent home by students in English and Spanish and public postings in English and Spanish. We provide a translator for our Parental Involvement Night. The following topics are reviewed in the cafeteria at the beginning of PIN and in each classroom using Powerpoint:- What it means to be a Title I school- The 1% Set-Aside- The LEA Title I Plan- The LEA Parental Involvement Plan- The CIP- The School Parental Involvement Plan- School-Parent Compacts- Requesting Qualifications of your Child's Teacher- Notifications of teachers who are not Highly Qualified- The Annual Evaluation of the Parental Involvement Plan- The process for how all Title I parents have involvement in the 1% Set-Aside, the LEA Title Plan, The CIP, the revisions of the compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the Parental Involvement Plan.- Introduction of Parent Leaders/Contacts- Timeline for this years' Parent Involvement Opportunities

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 Fort Payne Middle 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. Fort Payne Middle School believes in involving parents in all aspects of its Title I programs.

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).

Our process for how all parents have the opportunity for involvement in decision-making is as follows: Our PTO president has been trained on Title I, Part A, parental involvement, and parents' rights. She serves as a representative on decision-making committees and as contact person for the Title I parents to answer questions about parental involvement and parents' rights. She assists in evaluating the parental involvement plan and assists in training other parents to be parent leaders. We remind parents through the Web Site, Blackboard, and Remind of involvement activities going on each month.

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

Our process for how all parents have the opportunity for involvement in decision-making is as follows: Our PTO president has been trained on Title I, Part A, parental involvement, and parents' rights. She serves as a representative on decision-making committees and as contact person for the Title I parents to answer questions about parental involvement and parents' rights. She assists in evaluating the parental involvement plan and assists in training other parents to be parent leaders. We remind parents through the Web Site, Blackboard, and Remind of involvement activities going on each month.

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 parent meetings throughout the year, Fort Payne Middle School will present information about its Title I programs, the curriculum, and forms of academic assessments used. Parents learn about priority goals in reading and math. They also learn about how to schedule parent teacher conferences and are reminded about how they can participate in decisions related to the education of their children. An interpreter is provided at all Title I meetings to communicate with non-English Speaking parents. In addition, documents are provided to the extent practical 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))

The compact is divided into three sections: The first section is for the parent or guardian of the student. This section addresses parent responsibilities with regard to their child's education and some activities in which parents are encouraged to participate. The parent/guardian is required to sign the compact. The second section of the compact is addressed to the student. It contains activities students are encouraged to perform which will improve their ability to achieve academic success. The student is required to sign the compact. The third section of the compact is addressed to the teacher. It contains a list of items that the teacher agrees to do in educating the student. The classroom teacher is required to sign the document. These compacts are written in English and Spanish.

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

In May of each year, Fort Payne Middle School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all of the parents of the school. During the review process, all parents are notified of the review through a notice on the website. The notice makes parents aware that the plan is under review, that a copy of the plan is available for review in the library, and that the parents have the right to give input regarding the revisions of the plan. The notice also states that after the plan is finalized and approved, parents finding the plan to be unsatisfactory have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

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.

Fort Payne Middle School will accomplish this through its required annual Title I Parental Involvement Night held at the beginning of the school year, as well as with additional Title I parent meetings held throughout the year. Parents receive an overview of the state academic standards, academic achievement standards, and assessments. In addition, an explanation is given regarding Title I, what services are offered, and how parents have the right to be involved in their children's education. Parents learn about their role in helping their children be successful and the best ways to work in partnership with their child's teachers.

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.

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. (Describe) Fort Payne Middle School's CIP Committee works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Since our CIP Committee identified reading and math as a goal, we help parents with the materials needed to help their child. Specific topics might include reading with your child, creating a home learning environment, and working as a partner with your child's teacher.

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.

Fort Payne Middle School will continue to work with its teachers through workshops, faculty meetings, and grade-level meetings on understanding the importance of parental involvement. Our CIP committee has placed special emphasis on the need to ensure a closer connection between our identified goals and our parent involvement activities. This year we will be working closely with lead teachers to insure that grade-level meetings include a parental involvement focus. The principal will set the expectation that teachers work closely with our parent facilitator in planning parental involvement activities and materials that best meet our schools identified goals.

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.

Fort Payne Middle School coordinates its parental involvement program for all Title I parents. We hope to have many parents involved in our parenting activities. Teachers are encouraged to keep open communication with parents throughout the school year. Parents are encouraged to participate with book fairs, field days, and other school activities to help foster participation with their child's education.

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.

We currently have many students whose parents only speak Spanish. Information on all school meetings, parent notices, etc. is translated for parents in a language that they understand. In addition, we have a bilingual aide who assists in verbally communicating with these parents as 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))

Fort Payne Middle School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency and Strategies to Increase Parental Involvement. FPMS presently has Spanish-speaking parents; therefore, all parent notifications may be translated upon request. In addition, we have a bilingual aide to assist in verbal communications with these parents. At this time, FPMS has no migrant students. Every effort is made to accommodate parents with disabilities. FPMS is a handicapped-accessible building.

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








 [Coordination of Resources Comprehensive 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)
 CIP Meeting Agenda		• 1
 CIP Team		• 1
 Consolidated Plan - English		•
 Consolidated Plan - Spanish		•
 Coordination of Resources Comprehensive Budget		•
 FPMS Compact		•
 FPMS Compact in Spanish		•