

2019-2020 Title I Schoolwide Diagnostic for ACIP _10292019_19:25

2019-2020 Title I Schoolwide Diagnostic for ACIP

Flatwoods 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 comprehensive needs assessment is based on assessment results, teacher input and surveys. Assessments included are Scantron Performance Series for grades 3-5, ACCESS scores for English Language Learners for grades K-5, and DIBELS scores for grades K-1. Data from iNow for discipline and attendance is also used to look for areas of weakness. Parent involvement is assessed with sign in sheets, teacher documentation of communication through Remind and Class DOJO, and parent sign in sheets. All grade levels have a chair who serves as a member of the Leadership Team. Also included are the library media specialist, the lead special education teacher, the instructional coach, the English Language Learners Interventionist and the Tier 3 interventionist as well as the principal. The Leadership team reviews all components of the comprehensive needs assessment and develops a plan for instruction and utilization of Title I funds. Also included are

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

The results showed a need to improve language instruction and development of those students identified as English Language Learners and those who are English speakers with poor language skills. Flatwoods Elementary has a 78% poverty rate with one-third of the students being English Learners. Performance Series and DIBELS show a deficit for English Learners being greater than those of their English speaking peers. They also show a deficit based on poverty levels. ACCESS scores show weakness in speaking and writing skills. Parent involvement of the EL students is low based on sign in sheets and lack of participating in surveys. Our EL translator does most of the communication with them through telephone or home visits due to many of them not being literate in their native language or English. Parent involvement of all students is low based on lack of participation in surveys. We sent home the on-line link, offered a printed copy and provided the printed copy as they were requested. There was less than 10% participation.

3. What conclusions were drawn from the results?

Flatwoods Elementary needs to improve language and communication skills of all students through speaking and writing skills. By developing these, it will strengthen their reading skills and vocabulary development. By improving these skills, students will have a better opportunity to communicate their thoughts and share their knowledge and needs with their peers and teachers. It will broaden their informational background with knowledge skills which will better help them understand their learning. The school goals are inclusive of all students, including EL students. Their priority needs can only be met if they are able to understand what is being taught. Each part of the needs assessment includes students who are identified as EL as well as students who are proficient in English. Goals address the needs of all students as the curriculum is taught equally to all students. Students who are identified as needing additional assistance are provided such through the use of special education teachers, intervention teachers, para educators, EL tutors, computer programs based on individual needs, and highly motivated and qualified classroom teachers.

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

The greatest need is to improve reading and language skills. This includes speaking and writing. Our English Learners showed weakness in speaking skills, on ACCESS testing but the majority of all students showed weakness in writing skills. Phonics is a weakness in lower grades and the need for a consistent program is evident.

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

School goals are based on the needs identified in the needs assessment. With low writing and speaking scores on the ACCESS test, and the upcoming writing component of the ACAP, it was determined we needed to use a writing and language program throughout the school to provide a consistent curriculum and expectations. With low DIBELS scores, it was determined that we needed to address teaching phonics and reading with consistency in lower grades, and continuity of phonics and reading throughout the upper grades.

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

The goals are based on scores from ACCESS K-5th, Scantron Performance Series (3rd-5th), DIBELS (K-2), Accelerated Reader K-5, classroom observation by teacher, Common Formative Assessments and PST data.

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

The goals are for achievement for all students. Those who are in need of additional assistance who are English Learners are provided tutors, and served or monitored by our English Learner Specialist. Those who are not served thru the EL services are served through the intervention teachers. All students have art one semester and music on alternate weeks. All students are served with the same basic curriculum with modifications and supplements as needed.

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.

All students in Pre-K through 5th receive PE daily, music on alternate weeks, library on alternate weeks and counseling classes weekly. Art is taught to students for one semester, as is the Garden class. GATE class is weekly for students who are identified as Gifted. For those who are identified with an IEP, there are speech services as well as academic and behavioral services. Students who need additional academic support may receive services through one of the two intervention teachers or through the English Learner Specialist. Tutors are available for EL students, depending on their needs. After school assistance and support is provided through the Tuscaloosa One Place's grant for STARS Program at Flatwoods. Students in K-5 may apply, with students being selected based on social and academic needs. It is free or minimal cost and directed by Flatwoods educators. Homework assistance and enrichment is provided. Tuscaloosa One Place offers a 4 week summer program for students through this program that provides breakfast, lunch and enrichment. It is a half day program. Jump Start is available for students who are entering kindergarten. It is held for the month of June prior to kindergarten, and provides an introduction to the structure of kindergarten, while also providing breakfast and lunch. It is a half day program.

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.)

Students receive counseling weekly with the school counselor (grades PK-5th). The counselor also has small group lessons based on the needs of the students. Referral to local agencies is utilized as needed. Our Adopt-A-School partners provide support by bringing guest speakers to the classrooms, and being present at numerous events. Junior Achievement brings guests to present to 2nd graders each year in our "JA In a Day" program, teaching them about production and economics. Career Day is held annually, with guests providing opportunities for students to see many career opportunities in the community. First graders go to our Adopt-A-School Partner, Northport Medical Center, for a Teddy Bear Clinic to experience what happens in an emergency room and the many jobs needed for such. Teacher mentors partner with students who have shown consistent behavior problems. As mentor, they are a non-supervisory person who speaks with the child on a regular basis, checking in on behavior and academics, and building a personal bond with the child. The teacher counsels the child if needed, and offers much positive support for improvement. This has proven very successful in turning around destructive and negative behaviors.

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**.

All students receive Tier I instruction in the classroom. Students who need additional instruction receive Tier 2 in the classroom. If additional support is needed, it is provided through Tier 3 instruction by an intervention teacher. Additional; after school help is provided in the STARS after school program. There is also a tutoring center in the largest area of our EL population, that is support for grades 4-8 and provided by a nearby church.

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.

Migrant and English Learners are provided a multitude of support services from the school and school system. These include an in-house translator who communicates with parents and staff, a system level translator, a Welcome Center for non-English speakers housed at the TCSS Board of Education, tutors, computer based language programs, and a school level interventionist. Special Education students are provided additional support with specialists, including 2 Special Education resource teachers, one self-contained teacher, speech teachers, physical therapists and behavior specialists. Economically disadvantaged, neglected, and homeless students are provided support through the school, community donations, and money provided by TCSS through federal funds if needed. These support groups assure that financial situations do not keep a child from being successful in school and life.

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.

Flatwoods Elementary has a translator/interpreter who serves only our students and families, and is funded through Title I. He attends all large group meetings and translates for the parents. He meets with parents and the teachers as needed to discuss any concerns, needs or requests. He translates notes that go home and makes phone calls to parents who are not able to read. He translates to the phone call out system in Spanish and the message goes to the parents in their language in cases of emergency such as early dismissal as well as reminders about events. The

Tuscaloosa County Schools provides EL Specialist who serves several schools. She assists parents in understanding requirements, concerns, successes and anything necessary as well. She meets with the teachers regarding the students IELPs and any academic concerns.

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

At the end of 2018-2019, Flatwoods had one teacher retire, one relocate to another city, one change schools to teach where her children attend, and one change positions to become a counselor at another school. Of the 36 certified teachers, we hired one new PE teacher, one classroom teacher with 4 months experience and a classroom teacher from a nearby system with 15 years experience.

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

Flatwoods Elementary has 37 key teachers. This includes homeroom teachers, SPE teachers, librarian, instructional coach, counselor, Interventionists, art and music teachers. The staff includes 8 teachers who have 5 or less years of experience, 7 who have 6-10 years of experience, 14 teachers who have 11-15 years of experience, 4 teachers with 15-20 years experience, 3 teachers with 20 or more years experience. These numbers include one teacher with no experience (PE), one teacher with .5 year experience, and one teacher with 1.5 years experience.

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 do not have a high turnover rate.

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

Data from the academic assessments helps determine strengths and weaknesses. As weaknesses are identified, we see ways to improve instruction and target the curriculum for effectiveness. Professional development is driven by the changes needed. For example, this year we are focusing on writing and language skills. We purchased a program to develop writing through language development for grades K-5 called Patterns of Power. Several teachers went to the training in May, and we followed up with presenting to the faculty. The faculty meets as grade levels weekly to plan, and they incorporate the program and develop common assessments aligning with instruction. We have had two training sessions with the company that created the program, with all teachers either attending or being part of the turn around training. Phonics has been a weakness in reading. The faculty did a book study last year on Wiley Blevins' Phonics. We purchased books for all staff in K-3rd and we are following the program to provide consistency and eliminate gaps in the progression of grade levels.

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

The Tuscaloosa County Schools provides a variety of opportunities for professional development for all staff. The University of Alabama Inservice Center provides opportunities, some free and some with minimal fees. Each of those often provide funds for substitute teachers. Alabama Reading Initiative provides support and professional development to assist in improving reading instruction. The U of A Inservice Center provides, upon request and availability, professional books for book studies within the faculty.

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 with .5 years experience or less are provided professional development through the Tuscaloosa County Schools. The Alabama State Department of Education provides a stipend to

teachers to serve as the mentors to these teachers. Each mentor has an action plan designed and required by the state. Teachers are part of a professional learning team, thus they support each other and meet regularly to share ideas and concerns. Thus, the teachers support each other despite the number of years of experience.

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

All professional development is sustained and ongoing. As teachers utilize the training they have had, and put it to practice, they meet as grade levels and teams to assess progress. Grade level teachers and their support teachers meet regularly as Professional Learning Communities, sharing data, teaching strategies and setting goals. These teams meet no less than twice a month, depending on the common formative assessment data. The Instructional Reading Specialist/Coach provides small group professional development on an ongoing basis and as needed for individuals.

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.

Flatwoods Elementary offers 2 Pre-K classes, with each serving 18 students. These classes are funded by The Office of School Readiness from the Alabama State Department of Education. For students entering kindergarten, Flatwoods Elementary offers a four-week program during the month of June called Jump Start. This is offered at no cost to parents, with transportation provided, as well as free breakfast and lunch. Transition to middle school begins in the spring of fifth grade. Principals and counselors from the receiving middle schools visit the school, meet the students, review registration processes, and answer questions. The middle schools hold an Information Night for parents, and in the summer offer a half-day visitation for students to walk through their schedules, etc.

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?

As assessment results are received, the faculty reviews the data as a whole group and in grade levels. We look at group progress, at individual progress and the progress of subgroups. We take each academic area and look at skills that are showing success, as well as skills that need to be stressed for students to become successful and follow the curriculum without gaps.

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 look at data for the whole group or grade level, and for each subject area, then as specific to the skills as the data shows. We then look at data for subgroups, by ethnic groups and economic groups. We look for patterns to see why some students are successful while others might be struggling. We go back to previous years' data for students to see if there is a pattern of growth

over several years. If students are successful in class, and the teacher feels the test data is not accurate, we attempt to provide more opportunities for test taking practice to improve test taking skills. Our economically disadvantaged students do not have access to computers or internet in their homes. Therefore, we provide exposure to technology at school which gives them the opportunity and exposure they must have to be successful.

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?

Data meetings are held on a regular basis for all grade levels. Data is charted for each teacher and each child. Students who are identified as struggling are presented to the PST team, and support provided via a personal plan for that child.

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.

Flatwoods Elementary receives state funding, local funding through Coal Severance and allocations, and Title I funds. Our English Learners are supported from Title IV funds from the TCSS by way of interventionist, support liaison / translator who assists in the academic plan (ILEP) for each EL child. State funds include technology, textbook funds, teacher units, teacher allocations, and instructional support.

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).

Decisions for utilizing funds and programs are based on the needs of the students and what is needed to provide them a quality education. All funds are used based on priority needs for the students, with input from staff and parents.

ACIP Assurances

Instructions:

By responding to the questions attaching evidence where required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

- ☒ **YES**
- ☐ NO
- ☐ N/A

ATTACHMENTS

Attachment Name



Title I committee 19-20

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))

We hold a meeting in the evening, and one during the school day to inform parents about the Title I program and to explain the Title I requirements, budgets, and the rights of parents. The evening meeting is at 6 pm, while the day time meeting is in the morning. We advertise this in the summer informational letter, and in fliers that go home a week or so before the meetings. We also advertise on our marquee.

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.

Two parent meetings are offered with one being in the evening and the other being during the morning hours. We have our translator available at these and all parent meetings for parents who do not speak English. Our translator attends all parent group meetings to translate and explain what is being discussed.

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).

In the spring of each year, the Leadership Team reviews the budgets and expenditures of the school. This team discusses and screens concerns and needs. Parents are invited to participate in the process to give input into the decision-making for the Title I Plan. The addition of a music teacher and an art teacher were suggestions from parents, and implemented over the last four years.

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

Title I parent involvement funds provide the salary of our interpreter/translator for the English Language Learners and their parents. With a large number of parents from Mexico and Guatemala, he is able to translate and interpret information to them verbally and in written form.

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))

Title I parent involvement funds provide the salary of our interpreter/translator for the English Language Learners and their parents. He translates written information from teachers and from the school. This includes newsletters, informational fliers, invitations, field trip information, etc. With a large number of parents who are not literate in Spanish, he makes phone calls and home visits to assure that all children are given the opportunities for success. This includes field trips, school activities, etc. He also provides information to parents regarding discipline issues, academic concerns, illnesses and other health related concerns.

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 School-Parent Compact is reviewed and updated annually. Each year, the teacher and the parents sign the compact as an agreement of the understanding of each group's roles and responsibilities in helping the child succeed. Compacts are kept by the homeroom teacher.

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

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.

Flatwoods Elementary provides many opportunities for parents to be involved in their child's education. We use various technology based resources to contact parents, including Class DoJo, Remind, School Messenger, Facebook and the school's website. We often post pictures of activities so the parents who are not able to attend can stay abreast of happenings and activities. Many of our high poverty families do not have technology and internet at home, so we provide opportunities for the children to use technology in the classroom. After school programs offer opportunities for technology use and robotics.

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.

School climate is very important at Flatwoods Elementary , and providing an atmosphere where parents and family members feel welcome is a priority. Flatwoods Elementary staff members work together to provide welcoming activities in which parents will come to the school and participate with their child.

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.

Flatwoods Elementary encourages parent participation and involvement in the school for the benefit of all, with focus on students. Progress reports are sent in the middle of each 9 week grading period. Parents can access grades in iNow for students in grades 3-5. Accelerated Reader provides emails for parents to provide information as soon as a child takes an AR test. Teachers

encourage parents to stay informed by providing weekly newsletters, and information through Class DoJo and Remind. DoJo and Remind send parents an email regarding group activities and events, as well as individual behavior and academics. Flatwoods Elementary holds a Math Night in the fall, and a Science Night in the spring to show parents what each grade expects and gives activities for parents to do with children at home to teach skills. Each grade level has activities appropriate for their grade level, but families go to all of the venues to see the connection and to be exposed to the total school concept. Several opportunities for reading are provided with guest readers invited, and dates when students dress up as their favorite book character. A book character parade is held in March where each class represents a book and parades for the other students to see. Parents are invited to all school events and encouraged to attend field trips as well. Grandparents Day is held in November during the Thanksgiving meal week. This encourages grandparents, friends or other relatives to visit children as well as parents.

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.

Events are announced through social media (Facebook) and our school website. Fliers are printed and sent home by students. Class newsletters are sent home weekly. Announcements are placed on the marquee in front of the school. Class newsletters and fliers are translated by our school's translator so that parents may receive the information in English and Spanish. Major events where the entire school is involved are also announced via School Messenger in English and Spanish - providing a verbal phone message and a text message to be sent to parents.

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.

Flatwoods Elementary welcomes requests from parents, and desires to assist parents in any way possible to support their child's education. Our translator assists parents with registration and completing all necessary forms. He also assists them with completing lunch forms to apply for free or reduced lunches. Any student registering in the TCSS may register through the Welcome Center, but the majority of our students enroll on site with our translator. He has also gone to the hospital with the parents when a child is sick or injured to be sure the parent understands what is happening, and to assist them with paperwork. He explains school procedures and regulations, since for many it is the first experience of school for the parents and child.

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))

Our translator assists parents with registration and completing all necessary forms. He also assists them with completing lunch forms to apply for free or reduced lunches. Any student registering in the TCSS may register through the Welcome Center, but the majority of our students enroll on site with our translator. He has also gone to the hospital with the parents when a child is sick or injured to be sure the parent understands what is happening, and to assist them with paperwork. He explains school procedures and regulations, since for many it is the first experience of school for the parents and child. Often permission forms must be signed by a parent in order for a child to participate in an event or field trip. In order that the EL student is NOT at a disadvantage, the translator often makes home visits to get the appropriate paper work completed and signed.

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




 [all funds](#)

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)
 all funds		•
 coordination of resources	all funding - state/local/federal	•
 Title I committee 19-20	List of staff and parents who serve on Title I committee	• 1