



## Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Title 1 Schoolwide Diagnostic for ACIP 2023-2024

**Morris Avenue Intermediate School**

**Nino Mason**

8 Morris Avenue

Opelika, Alabama, 36801

United States of America

---

## Table of Contents

Instructions	3
2023-24 Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	23
Parent and Family Engagement	24
Coordination of Resources - Comprehensive Budget	30
eProve™ strategies: Goals & Plans	31
Attachment Summary	32

## 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.*

## 2023-24 Title I Schoolwide Diagnostic for ACIP

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

#### 1. How was the comprehensive needs assessment conducted?

Morris Avenue's strategic planning committee, consisting of administration, teachers and parents analyzed assessment results from ACAP Spring 2023 from the previous school year, as well as data from AIMSWebPlus at the beginning of the current school year Fall 2023. Data was collected and analyzed to determine student strengths and weaknesses and, in turn, identify instructional strengths and weaknesses. Assessment data was also analyzed in order to plan for the improvement of student achievement, classroom instructional methods, curricula, and resources (for short and long term goals). School goals, strategies, and action steps were developed, prioritized, communicated to stakeholders, and amended as needed. Student data and consistency of strengths drive our academic instructional program towards improvement and increase of student achievement during the course of each school year. This year, we have OCS Data days built into the school system's calendar to focus more on student data. This will allow us to be more intentional to facilitate effective TIERED interventions and instructional strategies for student improvement. During our school's annual Title I meeting, parents are encouraged to make recommendations regarding our school's plan. The needs assessment involved a review of our school's demographics, discipline, attendance, achievement; as well as results from surveys administered to parents, community and staff, administered by Opelika City Schools. When complete, Morris Avenue's continuous improvement plan is submitted to the Opelika City Schools' Board of Education. It is then published on our school's website for easy stakeholder access. Also, our ACIP is available for parents in our school's office.

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

Data reviewed included grades 3-5, ACAP Spring 2023 Reading and Math and AIMSWebPlus Fall 2023. The results of the needs assessment revealed that the accountability grades met adequate yearly benchmark percentages for each grade level this school year. When compared to system-wide ACAP assessment percentages, Morris Avenue students align with the state percentages in all grades and academic areas. All grades, however, will continue to increase proficiency percentages for students NOT reaching grade-level benchmark standards in Reading and Math. Also, we continue to improve academic growth for the students that are listed in the testing cell for ATSI (Additional Targeted Support and Improvement).

The 3rd grade teachers collaborated to draft two reading goals for their students.

Goal #1: Increased Vocabulary for all students

Measurable Objective: 60% of third grade students will demonstrate vocabulary preparedness, as measured by the ACAP Assessment.

Strategy: Choose high impact tier 2 vocabulary words to explicitly teach during interactive read alouds on teacher choice days, and continue to utilize those words throughout the unit.

Activity: Teachers will choose and teach explicit tier 2 vocabulary during interactive read alouds on teacher choice days and formatively assess student performance throughout the Benchmark Workshop unit in whole group and small group as well as current AIMSWEB assessments. Teachers will target specific skills to help students master third grade standards in the English Language Arts COS.

Goal #2: Increased Reading Comprehension for all students

Measurable Objective: 60% of third grade students will demonstrate reading comprehension preparedness, as measured by the ACAP Assessment.

Strategy #1: Differentiated Small Group Instruction

Activity #1: Teachers will implement differentiated instruction by formatively assessing student performance during whole group Benchmark Workshop lessons as well as current AIMSWEB assessments. In a small group setting, teachers will scaffold students in lessons from the Benchmark Workshop while also encouraging students to practice previously taught skills both independently and with partners.

Strategy #2: Strategic Teaching - Benchmark Workshop Lessons

Activity #1: Teachers will plan meaningful and specific reading lessons to introduce and reinforce reading strategies to increase comprehension in both small group and whole group reading instruction.

Activity #2: Teachers will collaborate to choose self-selected text to use in small group instruction

Strategy #3: Planning – Literary Text

Activity: Collaborative Planning – Teachers will plan collaboratively to select appropriate literary texts to implement strategies to increase student mastery of standards relating to the understanding of craft and structure and other literary elements within literary text.

Strategy #4: Strategic Teaching – Benchmark Writer's Workshop and Text Dependent Writing

Activity: Teachers will utilize Benchmark Writer's Workshop instruction to support students' writing about a topic as they draw on source material to produce an explanatory, argumentative, or narrative writing piece. Teachers will target specific skills to help students master third grade standards in the English Language Arts COS.

The 4th grade teachers collaborated to draft two reading goals for their students.

Goal #1: Increased Vocabulary for all students

Measurable Objective: 60% of fourth grade students will demonstrate vocabulary preparedness, as measured by the ACAP Assessment.

Strategy: Choose high impact tier 2 vocabulary words to explicitly teach during interactive read alouds on teacher choice days, and continue to utilize those words throughout the unit.

Activity: Teachers will choose and teach explicit tier 2 vocabulary during interactive read alouds on teacher choice days and formatively assess student performance throughout the Benchmark Workshop unit in whole group and small group as well as current AIMSWEB assessments. Teachers will target specific skills to help students master fourth grade standards in the English Language Arts COS.

Goal #2: Increased Reading Comprehension for all students

Measurable Objective: 60% of fourth grade students will demonstrate reading comprehension preparedness, as measured by the ACAP Assessment.

Strategy #1: Differentiated Small Group Instruction

Activity #1: Teachers will implement differentiated instruction by formatively assessing student performance during whole group Benchmark Workshop lessons as well as current AIMSWEB assessments. In a small group setting, teachers will scaffold students in lessons from the Benchmark Workshop while also encouraging students to practice previously taught skills both independently and with partners.

Strategy #2: Strategic Teaching - Benchmark Workshop Lessons

Activity #1: Teachers will plan meaningful and specific reading lessons to introduce and reinforce reading strategies to increase comprehension in both small group and whole group reading instruction.

Activity #2: Teachers will collaborate to choose self-selected text to use in small group instruction

Strategy #3: Planning – Literary Text

Activity: Collaborative Planning – Teachers will plan collaboratively to select appropriate literary texts to implement strategies to increase student mastery of standards relating to the understanding of craft and structure and other literary elements within literary text.

Strategy #4: Strategic Teaching – Benchmark Writer's Workshop and Text Dependent Writing

Activity: Teachers will utilize Benchmark Writer's Workshop instruction to support students' writing about a topic as they draw on source material to produce an explanatory, argumentative, or narrative writing piece. Teachers will target specific skills to help students master fourth grade standards in the English Language Arts COS.

The 5th grade teachers collaborated to draft two reading goals for their students.

Goal #1: Increased Vocabulary for all students

Measurable Objective: 60% of fifth grade students will demonstrate vocabulary preparedness, as measured by the ACAP Assessment.

Strategy: Choose high impact tier 2 vocabulary words to explicitly teach during interactive read alouds on teacher choice days, and continue to utilize those words throughout the unit.

Activity: Teachers will choose and teach explicit tier 2 vocabulary during interactive read alouds on teacher choice days and formatively assess student performance throughout the Benchmark Workshop unit in whole group and small group as well as current AIMSWEB assessments. Teachers will target specific skills to help students master fifth grade standards in the English Language Arts COS.

Goal #2: Increased Reading Comprehension for all students

Measurable Objective: 60% of third grade students will demonstrate reading comprehension preparedness, as measured by the ACAP Assessment.

Strategy #1: Differentiated Small Group Instruction

Activity #1: Teachers will implement differentiated instruction by formatively assessing student performance during whole group Benchmark Workshop lessons as well as current AIMSWEB assessments. In a small group setting, teachers will scaffold students in lessons from the Benchmark Workshop while also encouraging students to practice previously taught skills both independently and with partners.

Strategy #2: Strategic Teaching - Benchmark Workshop Lessons

Activity #1: Teachers will plan meaningful and specific reading lessons to introduce and reinforce reading strategies to increase comprehension in both small group and whole group reading instruction.

Activity #2: Teachers will collaborate to choose self-selected text to use in small group instruction

Strategy #3: Planning – Literary Text

Activity: Collaborative Planning – Teachers will plan collaboratively to select appropriate literary texts to implement strategies to increase student mastery of

standards relating to the understanding of craft and structure and other literary elements within literary text.

#### Strategy #4: Strategic Teaching – Benchmark Writer's Workshop and Text Dependent Writing

Activity: Teachers will utilize Benchmark Writer's Workshop instruction to support students' writing about a topic as they draw on source material to produce an explanatory, argumentative, or narrative writing piece. Teachers will target specific skills to help students master fifth grade standards in the English Language Arts COS.

The 3rd, 4th, and 5th grade teachers collaborated to draft three math goals for their students.

#### Goal #1: Increased multiplicative reasoning and multiplicative comparison

Measurable Objective: 70% of third grade students will demonstrate multiplicative reasoning and multiplicative comparison in the operations and algebraic thinking reporting category, as measured by the ACAP Assessment. 65% of fourth grade students will demonstrate multiplicative reasoning and multiplicative comparison in the operations and algebraic thinking reporting category, as measured by the ACAP Assessment. 75% of fifth grade students will demonstrate multiplicative reasoning and multiplicative comparison in the operations and algebraic thinking reporting category, as measured by the ACAP Assessment.

#### Strategy #1: Strategic Teaching – Investigations

Activity #1: Teachers will deliver explicit and systematic mathematics instruction tailored to the needs of current students while teaching Investigations to fidelity and following the Opelika City Schools pacing. Teachers will assess formatively to meet the needs of students daily and supplement instruction when necessary.

#### Strategy #2: Active Learning Environment

Activity #1: Students will be exposed to various instructional strategies to increase engagement, including but not limited to turn and talk, moving about the room, hands-on activities, active discussions, and student-centered questioning during instruction.

#### Strategy #3: Teacher Professional Development and Planning

Activity #1: Teachers will attend weekly Professional Learning Community meetings to delve deeper into the planning of the execution of Investigations lessons and how they align to the Alabama Course of Study. Teachers will work to develop thoughtful, intentional questions and allow for productive struggle among students within the Investigations program.

#### Strategy #4: Math Workshop



Activity #1: Students will participate in regular "math workshop," where students will be tiered out based on current needs, not overall achievement scores, and will be taught according to said needs. Students will be remediated as needed and pushed forward to further standards and strategies as seen fit.

Activity #2: Teachers will focus on moving students from utilizing additive strategies to utilizing multiplicative strategies.

Goal #2: Increased development of the relationships between geometric shapes and comparison of attributes of geometric shapes

Measurable Objective: 70% of third grade students will demonstrate development of the relationships between geometric shapes and comparison of geometric shape attributes in the data analysis, measurement, and geometry reporting category, as measured by the ACAP Assessment. 60% of fourth grade students will demonstrate development of the relationships between geometric shapes and comparison of geometric shape attributes in the data analysis, measurement, and geometry reporting category, as measured by the ACAP Assessment. 65% of fifth grade students will demonstrate development of the relationships between geometric shapes and comparison of geometric shape attributes in the data analysis, measurement, and geometry reporting category, as measured by the ACAP Assessment.

Strategy #1: Strategic Teaching – Investigations

Activity #1: Teachers will deliver explicit and systematic mathematics instruction tailored to the needs of current students while teaching Investigations to fidelity and following the Opelika City Schools pacing. Teachers will assess formatively to meet the needs of students daily and supplement instruction when necessary.

Strategy #2: Active Learning Environment

Activity #1: Students will be exposed to various instructional strategies to increase engagement, including but not limited to turn and talk, moving about the room, hands-on activities, active discussions, and student-centered questioning during instruction.

Strategy #3: Teacher Professional Development and Planning

Activity #1: Teachers will attend weekly Professional Learning Community meetings to delve deeper into the planning of the execution of Investigations lessons and how they align to the Alabama Course of Study. Teachers will work to develop thoughtful, intentional questions and allow for productive struggle among students within the Investigations program.

Strategy #4: Math Workshop

Activity #1: Students will participate in regular "math workshop," where students will be tiered out based on current needs, not overall achievement scores, and will

be taught according to said needs. Students will be remediated as needed and pushed forward to further standards and strategies as seen fit.

Activity #2: Teachers will focus on moving students from identifying and describing geometric shapes to comparing geometric shape attributes.

Goal #3: Increased focus and development of fractional understanding, reasoning, and comparison to all rational numbers (fractions and decimals).

Measurable Objective: 70% of third grade students will demonstrate development of of fractional understanding, reasoning, and comparison for rational numbers in the operations with numbers: fractions reporting category, as measured by the ACAP Assessment. 65% of fourth grade students will demonstrate development of of fractional understanding, reasoning, and comparison for rational numbers in the operations with numbers: fractions reporting category, as measured by the ACAP Assessment. 60% of fifth grade students will demonstrate development of of fractional understanding, reasoning, and comparison for rational numbers in the operations with numbers: fractions reporting category, as measured by the ACAP Assessment.

#### Strategy #1: Strategic Teaching – Investigations

Activity #1: Teachers will deliver explicit and systematic mathematics instruction tailored to the needs of current students while teaching Investigations to fidelity and following the Opelika City Schools pacing. Teachers will assess formatively to meet the needs of students daily and supplement instruction when necessary.

#### Strategy #2: Active Learning Environment

Activity #1: Students will be exposed to various instructional strategies to increase engagement, including but not limited to turn and talk, moving about the room, hands-on activities, active discussions, and student-centered questioning during instruction.

#### Strategy #3: Teacher Professional Development and Planning

Activity #1: Teachers will attend weekly Professional Learning Community meetings to delve deeper into the planning of the execution of Investigations lessons and how they align to the Alabama Course of Study. Teachers will work to develop thoughtful, intentional questions and allow for productive struggle among students within the Investigations program.

#### Strategy #4: Math Workshop

Activity #1: Students will participate in regular "math workshop," where students will be tiered out based on current needs, not overall achievement scores, and will be taught according to said needs. Students will be remediated as needed and pushed forward to further standards and strategies as seen fit.

### 3. What conclusions were drawn from the results?

Morris Avenue's strategic planning committee has developed goals based on 2022-2023 results from the ACAP and AIMSWebPlus Reading and Math Assessments. New goals and action plans have been developed that are both realistic and attainable. Instructional methods, curricula, and resources will be aligned to these goals. In previous years, we have employed a subcontracted tutor to focus on reading instruction for Tier III students. However, this year we have continued to employ our two (new in 2021) certified teachers to serve as GAP teachers to assist third grade, fourth grade, and fifth grade students who are struggling or performing below grade-level through Tier II & III reading instruction. Additionally, due to the Literacy Act requirements, we will implement a before school reading program for the students that are below 25% and below grade level according to AIMSWebPlus Fall 2023 test results. The classroom teacher will collaborate with the parent/guardian and instructional coach to devise and implement an instructional plan (SRIP) for the student areas of deficiency.

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

Morris Avenue Intermediate School has a positive perception when regarded by parents, and a positive perception when regarded by staff support systems, and using results for continuous improvement. We had 27 parents to complete the parent survey distributed Spring 2023. The areas and percentages are listed. #17. Teachers in the school are interested and cooperative when I discuss my child's academic progress and/ or other concerns, (26 respondents agree, 96%). #14. Do you have internet access in your home, 27 respondents agree (100%)? #16. I can reach my child's classroom teacher(s) to discuss my child, 27 respondents agree (100%). #21. Did you receive a copy of the School-Parent Compact this year, 23 respondents agree (85%)? #20. Did you receive a copy of your school's Parent and Family Engagement Policy this year, 22 respondents agree (81%)? #19 Did you receive a copy of the district's Family Engagement Policy 22 respondents agree (81%)? #22. I know about the school's extra services ( for example, counseling, and speech therapy, 20 respondents agree (74%). #1. I feel welcome at my child's school, 21 respondents strongly agree (78%) and 4 respondents agree (15%). #2. My child's school encourages me to be involved in my child's education, 17 respondents strongly agree (63%) and 5 participants agree (19%). #3. I am aware of the school's academic goals and how I can be involved, 15 respondents strongly agree (56%) and 3 participants agree (11%). #11. I understand my child's report cards and test scores, 11 respondents strongly agree (41%) and 9 agree (33%). The AdvancEd eProve section score is 3.92 network average.

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

Academic goals are aligned with the priority needs as well as the needs assessment as both are based on student achievement data. Data is reviewed in multiple formats to determine the best action steps for improving student performance. All instructional concerns are addressed and critical areas are given priority. The student data and determination of specified action steps.

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

Regular analysis of student data ACAP Reading and Math, AIMSWebPlus Reading and Math, Weekly and Unit Reading/Math Tests, formative and summative assessments, OCS rubrics, classroom tests and teacher observation of student classroom performance is done through scheduled data meetings with the principal, instructional coach, and teachers. Collaboration is a primary tool in identifying student and instructional strengths and weaknesses, and, in turn, setting benchmark goals. Instructional resources and a school budget are aligned based on student needs and communicated to all involved. Data is analyzed on a yearly, monthly, and weekly basis by the school leadership team. Grade levels review the previous year's data and plan instructional goals to meet or exceed expectations of student performance for the upcoming year. Goals stated in the form of weekly and daily objectives related to standards are planned each week according to student performance on weekly assessments and/or teacher observation. Each goal is based on the student data. Data from the previous year is compared to current standards and benchmark screenings to provide ongoing information regarding adjustment of instruction based on individual student needs. The schools and the district make use of formative as well as summative data to ensure that benchmarks and daily goals are met by students.

We have analyzed the incoming third graders data from spring 2023, when the students were second graders.

2nd grade: ACAP Spring 2023, ELA tested 86 students. 7 students scored level 1 (8%), 24 students scored level 2 (28%), 29 students scored level 3 (34%), 26 students scored level 4 (30%).

2nd grade: ACAP Spring 2023, Mathematics tested 86 students. 15 students scored level 1 (17%), 28 students scored level 2 (33%), 32 students scored level 3 (37%), 11 students scored level 4 (13%).

3rd grade: ACAP Spring 2023 ELA tested 124 students. 13 students tested level 1 (10%), 42 students tested level 2 (34%), 44 students tested level 3 (36%), 25 students tested level 4 (20%).

3rd grade: ACAP Spring 2023 Mathematics tested 125 students. 32 students tested level 1 (26%), 40 students tested level 2 (32%), 35 students tested level 3 (28%), 18 students tested level 4 (14%).

4th grade: ACAP Spring 2023 ELA tested 119 students. 32 students tested level 1 (26%), 34 students tested level 2 (29%), 34 students tested level 3 (29%), 19 students tested level 4 (16%).

4th grade: ACAP Spring 2023 Mathematics tested 120 students. 32 students tested level 1 (27%), 53 students tested level 2 (44%), 26 students tested level 3 (22%), 9 students tested level 4 (7%).

4th grade: ACAP Spring 2023 Science tested 120 students. 20 students tested level 1 (17%), 59 students tested level 2 (49%), 30 students tested level 3 (25%), 11 students tested level 4 (9%).

5th grade: ACAP Spring 2023 ELA tested 101 students. 13 students tested level 1 (12%), 31 students tested level 2 (31%), 43 students tested level 3 (43%), 14 students tested level 4 (14%).

5th grade: ACAP Spring 2023 mathematics tested 101 students. 18 students tested level 1 (18%), 51 students tested level 2 (50%), 26 students tested level 3 (26%), 6 students tested level 4 (6%).

We continue to provide explicit instruction for all the students that need TIERED instruction to master grade level standards.

3rd grade: AIMSWebPlus Spring 2023 Reading tested 127 students. Tier 1 has 99 students (78%), Tier 2 has 8 students (6%), Tier 3 has 20 students (16%).

3rd grade: AIMSWebPlus Spring 2023 Math tested 127 students. Tier 1 has 98 students (77%), Tier 2 has 7 students (6%), Tier 3 has 22 students (17%).

4th grade: AIMSWebPlus Spring 2023 Reading tested 120 students. Tier 1 has 93 students (78%), Tier 2 has 10 students (8%), Tier 3 has 17 students (14%).

4th grade: AIMSWebPlus Spring 2023 Math tested 120 students. Tier 1 has 90 students (75%), Tier 2 has 6 students (5%), Tier 3 has 24 students (20%).

5th grade: AIMSWebPlus Spring 2023 Reading tested 102 students. Tier 1 has 86 students (84%), Tier 2 has 7 students (7%), Tier 3 has 9 students (9%).

5th grade: AIMSWebPlus Spring 2023 Math tested 102 students. Tier 1 has 86 students (84%), Tier 2 has 3 students (3%), Tier 3 has 13 students (13%).

3rd grade: AIMSWebPlus Fall 2023 Reading tested 98 students. Tier 1 has 77 students (79%), Tier 2 has 9 students (9%), Tier 3 has 12 students (12%).

3rd grade: AIMSWebPlus Fall 2023 Math tested 98 students. Tier 1 has 56 students (57%), Tier 2 has 24 students (25%), Tier 3 has 18 students (18%).

4th grade: AIMSWebPlus Fall 2023 Reading tested 136 students. Tier 1 has 98 students (72%), Tier 2 has 17 students (13%), Tier 3 has 21 students (15%).

4th grade: AIMSWebPlus Fall 2023 Math tested 136 students. Tier 1 has 85 students (62%), Tier 2 has 28 students (21%), Tier 3 has 23 students (17%).

5th grade: AIMSWebPlus Fall 2023 Reading tested 127 students. Tier 1 has 76 students (60%), Tier 2 has 25 students (20%), Tier 3 has 26 students (20%).

5th grade: AIMSWebPlus Fall 2023 Math tested 127 students. Tier 1 has 82 students (64%), Tier 2 has 15 students (12%), Tier 3 has 30 students (24%).

We continue to provide TIERED instruction for all the students that need to master grade standards. Also, we will provide explicit instructional strategies and concepts for the inclusion students identified for Additional Targeted Support and Improvement (ATSI) Schools.

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

Our school's plan of action has been developed to serve the needs of all students - including those who are migrant, homeless, delinquent, economically disadvantaged, English language learners, or intellectually disabled. All students, despite academic achievement or advantages, receive instruction based upon individual strengths and weaknesses. Instruction is differentiated to meet the needs of all learners in our school. Additionally, students who are identified for schoolwide Enrichment receive small-group, higher-level, and challenging instruction for an extended amount of time weekly outside of the regular classroom.

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

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

We will continue to implement differentiated small group instruction to meet the needs of students in Reading and Math. Also, explicit, systematic, and differentiated Benchmark ELA Workshop instruction on a daily basis. In addition, the implementation of Math Investigation program will be taught to fidelity. Students in grades 3-5 that qualify for the Enrichment Program will be pulled weekly for instruction. Instructional aides will continue to assist the regular education teacher in the classroom. The needs of the ATSI (Additional Targeted Support and Improvement) students identified by the state testing results are being met and served by their general education and resource teacher to increase mastery of grade level instructional standards. Grade level collaborative planning once per week for grades 3-5 and job embedded professional development opportunities that support instructional goals. The school has employed two GAP teachers to assist grades 3-5 students who are struggling or performing below grade-level through Tier II and III reading instruction. Purchase or renew yearly subscription of instructional software. Additional purchases for instructional materials and technology to support student achievement. The Media Center will increase student circulation of books and volume of reading.

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.)

Our school counselor collaborates with all the local agencies in a partnership of prevention and support of the students and families of Morris Avenue Intermediate School. Our school's plan of action has been developed to serve the needs of all students - including those who are migrant, homeless, delinquent, economically disadvantaged, English language learners, or intellectually disabled. All students, despite academic achievement or advantages, receive instruction based upon individual strengths and weaknesses. Instruction is differentiated to meet the needs of all learners in our school. Additionally, students who are identified for schoolwide Enrichment receive small-group, higher-level, and challenging instruction for an extended amount of time weekly outside of the regular classroom. 100% of English Learners students will demonstrate a proficiency with an increase in scoring (0.5 percent gain) in English Language Arts by Spring 2024 as measured by student performance on the ACCESS assessment. ELL teacher will meet with students in a one-on-one or small group setting to offer explicit, systematic, and meaningful instruction in order to provide background knowledge and pre-teach concepts and material that will be presented in the regular education classroom. Emphasis will be placed on content-area vocabulary (all subject areas). The use of literature as well as bibliotherapy will be used in this small group setting. 60% of Third grade students will demonstrate a proficiency meeting or exceeding grade-level benchmarks in Reading by spring 2024 as measured by performance on the AIMSWebPlus.

Teachers will plan meaningful and specific reading lessons to introduce and reinforce reading strategies to increase comprehension in both small group and whole group reading instruction. Teachers will collaborate to select and modify weekly lessons by including Benchmark ELA Workshop to enhance student comprehension of the reading text selections. Reading Instruction - Teachers will provide explicit and systematic instruction daily. Differentiated small group lessons, whole group lessons, center activities, pull-out group sessions, as well as intervention group sessions will be based on Benchmark ELA Workshop Lessons. Teachers will use assessment data from formative and summative assessments to identify students that need meaningful, explicit, and intensive lessons to bridge the gap in student understanding. Students will complete grade level math computation problems in word form on a daily basis. Students will quantify their responses and

label modeled explanations. Students will also work weekly to demonstrate mastery of problem solving skills through the completion of small group work that is designed through Investigations to target necessary skills.

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.**

The school system has partnered with Opelika City Housing Authority to assist in installing computers around the city of Opelika for the students to have access to a computer and internet. Also, our school system set up wi-fi access for all students in each school's parking lot. Due to the Alabama Literacy Act Law and requirements for grades K-3, a before school reading program will be implemented 3 days a week during the 2023-2024 school year. We also implemented a summer enrichment reading program system wide to meet the 70 hour requirement. A before school reading program will be offered all 3rd grader's scoring in the 25% percentile in reading according to the fall AIMSWEBPLUS test that was administered. The students will receive a 30 minute intervention plan each morning from (6) third grade teachers utilizing the Reading Horizons program.

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 - For all new students enrolling in Opelika City Schools, an Employment Survey is completed to identify student families that are migratory. If economically in need and/or homeless, students are enrolled in the Free and Reduced Child Nutrition Program and local agencies are contacted to assist in providing other economic supports for the family and the student. Each school counselor is responsible for identifying and assisting families in need and contacting agencies for basic needs. English Language Learners - All newly enrolled students complete a Home Language Survey to determine if the student is eligible for ELL screening. If a student is identified for ELL services, an English Language Plan is created to meet the needs of the student. Each teacher that instructs this student is made aware of the academic needs of the student. Also, an ELL teacher will provide services for this student to assist in improving his/her understanding of the academic material. The student's academic progress will be monitored by the ELL teacher through the year. The student will be assessed with the Alabama State Department Assessment (ACCESS) in the spring of the year to check progress in acquiring and using the English language. Economically Disadvantaged - Programs and community support are available to assist economically disadvantaged students. These programs include providing school supplies and clothing for students and families that are economically challenged. The Child Nutrition Program assists in identifying and providing students with federally funded free and reduced meals. A partnership with local agencies allows families to receive assistance in economic recovery and stability to improve the possibility of student academic success. Each school counselor is responsible for identifying and assisting families in need and contacting agencies for basic needs. Special Education - The IEP Team meets on a



regular basis to ensure that established goals and strategies are being implemented and met. If changes are needed, the IEP team meets to determine revisions and next steps collaboratively. Parents are a part of the IEP team. Neglected and/or Delinquent - Students considered "at risk" are identified in grades 5-8 and assigned a "Transition Coach" to address issues concerning attendance, home life, parenting, and academics. Credit recovery is available through the school year and during the summer for students attending Opelika High School and the Opelika Learning Center. A partnership with the Lee County Youth Development Center (LCYDC) provides transitioning services for Opelika students placed in this facility to return to the school district as well as to provide for computer instruction for all students at LCYDC to work toward a high school diploma. Homeless Students - Students that are identified as homeless receive enrollment and family assistance through the Board of Education. Funding is set aside for academic and non-academic needs as cases arise. A partnership with local agencies allows for families to receive assistance in economic recovery and stability to improve the possibility of student academic success. Each school counselor is responsible for identifying and assisting families in need and contacting agencies for basic needs.

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.

Scheduled meetings facilitated by EL teachers and regular classroom teachers and liaisons to support participation and translation of information from the school for home communication. The ACCESS 2.0 results are communicated to the parents each year. The EL teacher will meet with students in a one-on-one or small group setting to offer explicit, systematic, and meaningful instruction in order to provide background knowledge and pre-teach concepts and material that will be presented in the regular education classroom. Emphasis will be placed on content-area vocabulary (all subject areas). The use of literature as well as bibliotherapy will be used in this small group setting.

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

Morris Avenue Intermediate is a neighborhood school located in a transient area due to surrounding industries and local universities. We generally see a teacher turnover rate of two teachers per academic year. This year, one third grade teacher relocated to another area. coaches. One fourth grade teacher relocated and moved to another state. Also, additional teaching units were added to fourth grade and fifth grade. One fifth grade teacher relocated to another system within the state. Currently, we have (6) third grade teachers, (6) fourth grade teachers, and (6) fifth grade teachers and two GAP teachers hired to work with small group instruction mainly with 3rd graders (Alabama Literacy Act) due to federal funding (ESSR).

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

3rd Grade Teachers (years of experience) - 1 year, 1.5 years, 3 years, 5 years, 5 years, 10 years.

4th Grade Teachers (years

of experience) - 1 year, 2 years, 3 years, 6 years, 9 years, 18 years. 5th Grade Teachers (years of experience) - 3 years, 4 years, 8 years, 9 years, 9 years, 10 years. Resource Teachers (years of experience) - 36 years, 35 years. Physical Education Teacher (years of experience) - 9 years. Enrichment Teacher (years of experience) - 24 years. Instructional Coach (years of experience) - 7 years. Counselor (years of experience) - 12 years. Lead Teacher (years of experience) - 9 years Media Specialist (years of experience) - 17 years. Principal: 27 years of experience (23 years in administration) 56% (10/18) of our classroom teachers hold a master's degree or higher. 62% (5/8) of our special area teachers hold a master's degree or higher.

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)?

Our school system seeks to recruit and hire teachers who possess the highest professional credentials, experience, and training and strives to hire highly-qualified and passionate teachers who will provide our students with the best educational experience possible. This is done through OCS recruiting at several universities' career days and expos. New teachers in our school system attend a New Teacher Academy, a three day professional development program prior to the start of the school year. Additionally, new teachers are paired with experienced educators through our Mentor Program. Morris Avenue Intermediate School's trademark in education is to provide a rigorous and challenging curriculum to all active learners. We employ highly qualified teachers who are held accountable in providing explicit instruction, collaborating and problem solving with colleagues, and maintaining a positive rapport with students, parents, and community members. We have implemented the AMSTI Science Initiative and OGAP Math Initiative that provides current research based best instructional practices to teachers and students. Our faculty also has the opportunity to work with colleagues during daily grade-level planning meetings and schedules of new teachers are planned to allow for daily planning time with mentors. Job-embedded professional development is ongoing during the school year and is based on student needs or improving teacher methodology. We will continue to employ teachers who have a vested interest in our community as well as those who seek a lengthy career within our school system.

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

Student data is used to guide our daily instruction in the classroom. Professional development opportunities are based on student needs, and teacher needs and can cover all subject areas, behavior, diversity, and technology etc. We are always willing to attend job-bedded professional development each year to stay abreast of the ever changing curricula.

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

Professional development opportunities in the areas of Effective Instruction, Quality Questioning, AimsWebPlus, Imagine Learning, Depth of Knowledge, Implementation of CCRS Language Arts and Mathematics Standards, Mathematical Investigations, Formative and Summative Assessment, OGAP Multiplicative Reasoning, STEM Education, SPIRE, the SIOP Model, Project Lead the Way, Reading Horizons, Heggerty, AMSTI, and explicit reading instruction through our ELA curriculum (Benchmark ELA Workshop) are included in our school-wide plan.

Additional opportunities for parents include curriculum nights, PAC meetings, All Pro Dad meetings, and iMoms meetings.

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.

Opelika City Schools provides a mentoring program for those new to the profession. To increase the knowledge and provide support for first year teachers, beginning teachers are paired with seasoned teachers prior to the beginning of their first school year. The goal is to provide support to those new to the profession while pairing them with model teachers. New teachers also attend a three-day professional development program prior to the start of the school year. In addition, veteran teachers are readily available for support, curricula questions, information regarding school and system-wide procedures, assessments and analysis, student/parent/teacher relationships, guidance, and any other areas of need. At Morris Avenue, mentors and mentees have common planning time each school day.

Additional planning is available before students arrive and following afternoon dismissal. During the year, the mentor will offer support and guidance for the first-year teacher. Observation of other teachers will be offered and arranged if there is a need by the mentee or the principal.

12. Describe how all professional development is "sustained and ongoing." Employees in our school are required to have 24 hours of professional development per calendar year. However, our staff receives professional development that reaches far beyond the required hours. Days allotted for professional development are incorporated into the school's yearly calendar with additional days planned as needed. Teachers at Morris Avenue participate in on-site professional development sessions with additional follow-up sessions. Presenters often visit our school to model lessons. During these lessons, teachers are invited to observe and substitutes are secured as needed. Professional development at our school is driven by and planned according to the needs of the teachers and students.

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.

Each Spring, second grade students from Jeter Primary, our feeder school, travel to Morris Avenue to participate in an orientation program in order to become more familiar with our school. Students receive guided tours, participate in a question/answer session, and listen to current third graders speak about their experiences at Morris Avenue. In early May, fifth graders participate in a school tour as well as a question/answer session provided by faculty, staff, and students of Opelika Middle School. OMS also hosts several nightly parent orientation meetings for upcoming 6th graders. This enhances the process of transition from elementary to middle school. Parents and families are always welcome at our school. Many individual tours around our school and inside classrooms are given by the school principal.

This is especially helpful to second grade students making the transition to third grade and to students transferring from within and from outside of our school system. Additionally, each Spring, third grade teachers, special education teachers, our enrichment specialist, instructional coach, and principal meet with second grade teachers to discuss curricula and student needs. Our fifth grade teachers, special education teachers, instructional coach, and principal also meet with the assistant principal and instructional coach from Opelika Middle School each Spring to discuss curricula and student needs.

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?

Test results achieved by the school-wide program are evaluated after data has been collected, disaggregated, and analyzed based on the State's annual assessments and other indicators of academic achievement. Prior to the beginning of each academic year, student performance is thoroughly analyzed through the careful study of spring 2023 ACAP state test and Fall 2023 AIMSWebPlus (Reading and Math) test scores. The AIMSWebPlus benchmark test is administered three times per year. We disaggregate student data to determine our short and long term instructional goals. Student benchmarks and goals are set according to the results of this analysis. Data collected throughout the year, including that from classroom

tests and benchmark assessments, is analyzed throughout the school year in order to evaluate the results achieved by the schoolwide 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?

Achievement of students who are farthest from achieving the standards is measured throughout the year in order to determine the effectiveness of the school-wide plan. Gains as well as gaps in academic achievement are noted during the analysis of data when student growth is evaluated. After data and documentation are assessed, the instructional program is evaluated and plans are made to amend the program or to offer specific additional academic support for students who are at-risk.

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?

Morris Avenue's Instructional Leadership Team meets regularly to collaborate, monitor, and evaluate implementation of the school-wide program. Analysis of data from assessments, classroom observations, and teacher feedback is takes place in regular meetings. Decisions regarding the school-wide program are made after conversations have taken place, documentation has been presented, and evaluation has been conducted. Student goals and/or strategies are amended as needed, communicated to stake holders, and implemented in our school's instructional program. Evaluation of the revised plan is conducted to allow for continuous improvement.

#### 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.

Teachers work daily with students to monitor student progress towards mastery of the state standards. Students are given tiered instruction based on skill mastery by the classroom teacher. Web-based programs are used to assist with purposeful targeted instruction and to allow for additional practice at school as well as at home. Re-teaching and co-teaching strategies as well as differentiated instruction are reflected in teacher lesson plans to ensure students receive instruction based on individual academic needs. Title I funds are used to improved the academic achievement of all students.

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 Coordinator of Federal Programs collaborates and coordinates Title I funds with district administration, building principals, and other applicable staff. Our school then coordinates with system level programs and personnel that serve English Language Learners, Homeless students, and students qualifying for Migrant education Program services. A majority of students qualify for free/reduced lunch.

The system also coordinates the National School Lunch Program to meet the needs of all students.

## 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.



☐ NO

☐ N/A

### **ATTACHMENTS**

#### **Attachment Name**

---



23-24 ACIP Signature page Committee Members

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.



☐ 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.



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

☐ 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))

Morris Avenue uses many different ways to encourage participation from its community. We will host two Title I meetings to educate parents about Morris Avenue and the Title I program. During the meeting, the counselor will present a Power Point presentation with item specifics and general information about how Title I funds are implemented at Morris Avenue School. Also, during the course of the meeting, we will collaborate with parents regarding parental involvement and the home/school connection and how both are integral parts in each child's education.

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.

Morris Avenue School hosts annual meetings for all parents twice during the school year at two separate times. Parents are notified of the meeting through notices sent home through students, principal electronic distribution list, teacher newsletters, the school's monthly calendar, and public posting in English and Spanish. Topics to be addressed are:- Continuous Improvement Plan- Parental Involvement Section of the ACIP- School-Parent Compact letter- Parenting Information Center located in the front office. The leadership team at Morris Avenue has a strong belief in the importance of parental involvement and offers parent meetings during flexible times. Morris Avenue School believes in involving all parents in all aspects of its Title I programs. We have parent representatives on our Leadership committee who are active participants in the development of the plan and were involved from the first meeting of the committee. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. For the Parental Involvement Plan, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer the parents the following school year. Every school year, the Continuous Improvement Plan and Parental Involvement Plan are reviewed and evaluated. The results of the parent surveys are reviewed by the parent representatives and the Leadership Committee in determining needed changes.

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).

Morris Avenue hosts a general meeting where information will be presented about its Title I programs, school curriculum, and results of yearly state tests. Parents will learn information about how to schedule parent/teacher conferences and how they



can actively participate in decisions related to the education of their children. Parents will receive copies of the parent handbook, school parental involvement plan, PTO membership, and additional information on grade-level specific objectives at registration and throughout the course of the school year. RTT Mobile Interpretation is utilized when needed and translators are provided as well for parents who speak a language other than English.

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

The Parental Involvement Plan, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer the parents the following school year. Every school year, the Continuous Improvement Plan and Parental Involvement Plan are reviewed and evaluated. The results of the parent surveys are reviewed by the parent representatives and the Leadership Committee in determining needed changes. We utilize parental involvement funds to purchase instructional resources that parents can use at home with their child, for example multiplication and division flash cards. Also, reading passages to help with the student(s) comprehension skills.

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))

Morris Avenue hosts a general meeting where information will be presented about its Title I programs, school curriculum, and results of yearly state tests. Parents will learn information about how to schedule parent/teacher conferences and how they can actively participate in decisions related to the education of their children.

Parents will receive copies of the parent handbook, school parental involvement plan, PTO membership, and additional information on grade-level specific objectives at registration and throughout the course of the school year. RTT Mobile Interpretation is utilized when needed and translators are provided as well for parents who speak a language other than English.

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))

Morris Avenue believes in the importance of involving parents at all levels of a student's education. We try to have meetings at different times to allow parents better access. We have parents complete surveys to get input from all areas of the

schools. population. The Parent Involvement Plan is reviewed by parents and they are given opportunities to offer changes. The results of the parent surveys are reviewed by parent representatives and the Leadership Committee. The school-parent compact was developed at our school system's Central Office and discussed with each school's principal. It is then implemented by each school. Teachers, parents and students review the compact on registration day. The teacher explains the compact and parent, student, and teacher signs. At Morris Avenue, we take the approach that a student learns best when we are on the same team, with the teacher being the coach, the parent being the first teacher and the student the most valuable player.

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

Morris Avenue believes in the importance of involving parents at all levels of a student's education. We try to have meetings at different times to allow parents better access. We have parents complete surveys to get input from all areas of the school's population. The Parent Involvement Plan is reviewed by parents and they are given opportunities to offer changes. The results of the parent surveys are reviewed by the Leadership Committee.

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.

Morris Avenue School accomplishes this through parent report card conferences during the first grading period for students that are struggling academically. The teacher will also host parent conferences throughout the school year to address academic or behavioral concerns as needed. Additionally, the teacher will review student academic achievement standards from AimsWebPlus quarterly test and spring ACAP state assessment with parents.

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.

Our school counselor works diligently to ensure that all parent materials are closely aligned with our school's identified goals. Morris Avenue has a parent center located in the front office, equipped with pamphlets and other resources to support positive interactions between parents and children. Home-School Connection Letters (sent home with students) provide useful information to parents. The parent center houses materials communicated through RTT Mobile Interpretation for parents to help their children become successful. Throughout the school year, each grade level hosts curriculum nights at which parents are given materials and taught strategies to help their children reach grade-level benchmark standards.

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.

Morris Avenue will continue to educate its teachers through job-embedded professional development opportunities, faculty meetings, OCS system-wide vertical alignment meetings, and grade-level data meetings in understanding the importance of parental involvement in the school. We always place emphasis on the need to ensure good rapport and communication of the school's short/long term academic goals with parents and through parental activities.

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.

Memorandums and teacher newsletters are sent home regarding all parent programs, meetings, and school activities. In addition, parents are provided with a monthly school calendar of special activities as well as a cafeteria menu. The RTT Mobile Interpretation program is used when needed to translate information in other languages. The school uses the ESL professionals to help if services are needed. The school district may hire outside translators to help with the explanation.

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.

An open-door policy and communication are encouraged by the administration and teachers with all parents. Parents are invited to visit classrooms, serve as volunteers, join the PTO, and coordinate special events that are aligned with the educational program.

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))

OCS provides ELL teachers that are assigned to all schools within the school system. We also provide contract tutors to address multiple languages. RTT Mobile Interpretation is used to format academic and behavioral supports in all languages so that parents can understand and therefore, participate in activities/events and in the overall education of their children.

## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

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



- No

### **ATTACHMENTS**

#### **Attachment Name**

---








23-24 ACIP Coordination of Resources Comprehension budget forms

## **eProve™ strategies: Goals & Plans**

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

- 
- NO

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 23-24 ACIP Coordination of Resources Comprehension budget forms		•
 23-24 ACIP Parent Compact forms english and spanish versions		•
 23-24 ACIP Signature page Committee Members		• 1
 23-24 Morris Avenue Instructional Goals		•
 23-24 Morris Avenue Parent and Family Engagement Plan		•