



FMS 2022-23 Title I Schoolwide Diagnostic for
ACIP_10042022_14:36

2022-23 Title I Schoolwide Diagnostic for ACIP

Fayette Middle School
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Instructions

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

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

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

2022-23 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Our needs assessment is conducted by the leadership team at FMS as they examine the data from the Educator Effectiveness Plan, AdvanceEd surveys, and our teacher and student attendance reports. In addition, the team also analyzes data provided by the Global Scholar results, our current RTI program, and our school discipline report to determine the needs of our school. We even analyze the technology survey completed by our teachers to measure the frequency and consistency of technology use within our school.

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

The results of our needs assessment showed that we needed to improve in a few areas. For instance, our AimsWeb and ACAP data showed that our scores in reading and math need improvement. Our technology survey results also indicate that our school has made great improvements in giving teachers and students access to technology. Furthermore, teachers would like more professional development for the integration of technology in our lessons. Teachers have also expressed to leadership team members a need for more training on the use of and the interpretation of the ACAP data.

3. What conclusions were drawn from the results?

Our needs assessment revealed that we needed to improve in a couple of areas. AimsWeb data showed that our scores in reading and math need improvement. They also showed an improvement in our science scores.

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

To improve our ACAP scores in reading, we use Title I funds to pay for 2 teacher units to help reduce class size and improve individualized instruction. Our district also purchased Chromebooks and ViewSonic boards for all academic teachers in grades 4-12. Professional development opportunities for technology may be provided periodically throughout the school year. Our school's Career and Technical Education Program will provide classes that help prepare students to be college and career ready. In the 8th grade, the Career Preparedness Course Part A will assist students in completing their career and interests assessments, their four-year plans, and will aid students in their transition to high school.

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

At FMS, we have developed goals for technology, improving our scores on the ACAP assessment, and preparing our students for college and career readiness. These goals are a direct result of conclusions drawn from our data, testing reports, surveys, and the discussions that arose from working on our needs assessment.

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

FMS portrays goals based on multiple types of data. The data was analyzed and used to create goals based on the specific needs of the school. The types of data used was: standardized test scores, parent surveys, student surveys, and various researched based screeners.

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

We begin by examining the AimsWeb and ACAP results of all FMS students in order to determine which subject areas need improvement during the course of the academic school year. We then monitor our subgroups, with special attention given to our disadvantaged students, to ensure there are no substantial achievement gaps between them and other students within the school.

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 begin by examining the AimsWeb and ACAP results of all FMS students in order to determine which subject areas need improvement during the course of the academic school year. We then monitor our subgroups, with special attention given to our disadvantaged students, to ensure there are no substantial achievement gaps between them and other students within the school.

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.)

FMS provides students with access to mental health programs such as Northwest Mental Health Services, the School Counselor program, and an onsite mental health coordinator. These services help us address the needs of at-risk students.

In preparation for post-secondary education and the workforce, our business management and administration course begins a student's 4-year plan in the 8th grade. Kuder interests and assessments introduce soft skills for the workplace are also incorporated.

Students in the 8th grade also have access to an advanced math course. Grades 6-8 teachers use the A+/ Laying the Foundation curriculum with their classes.

Our FMS schoolwide tiered model uses our SST & PST to prevent behavior issues and to assist Tier II and Tier III students who need intervention services. Tier II students are given small groups and one on one help with general education teachers for at least 10 minutes twice a week. Tier III teachers are pulled by our interventionist to work on math and reading skills.

Finally, our SPED teachers collaborate with teachers to ensure appropriate accommodations and modifications are made for all inclusion students.

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.**

While FMS does not have an after-school program, we do provide many opportunities for students to receive support and reinforcement of academic skills beyond regular classes in a typical school day. We have our GATE program that provides enrichment activities through field trips and hands-on activities. We have the 4-H Program that provides learning opportunities and activities through our science classes at FMS. Our 6th-grade students participate in FAWN at the park each year and our 5th-grade students have begun participating in AgVenture. Finally, our students may participate in Star Events (FCCLA) and other activities associated with FBLA.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All students who indicate a language other than English on their Home Language Survey are tested with the WIDA Screener to determine if a student is eligible to receive services through the English Learner (EL) program. Parents or guardians have the right to waive supplemental EL services. If the parents or guardians agree for the student to receive services, the EL Team, and the general education teacher meet to determine appropriate accommodations for each individual student.

A variety of services are provided to all students receiving EL services, such as tutoring in the area of English acquisition, accommodations in the classroom, and accommodations on assessments as needed. An EL tutor will provide pull-out services to all EL students at Berry Elementary School. Parents opt out of the EL tutoring services and are provided with the opportunity to receive important school documents in English and translated into their native language.

If the student scores proficient on the WIDA ACCESS test with a score of 4.8, the student becomes eligible to exit the EL program and will be monitored for four years to ensure success. All parents and students are provided a questionnaire at the beginning of the year so as to help accommodate those in a homeless situation.

BES provides special education services and appropriate procedures in accordance with federal and Alabama State laws and regulations. The RtI Team, special education teachers, and special education coordinator track referrals and send notices to parents concerning eligibility meetings. An evaluation is conducted to determine if a student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine if a student is eligible for special education services. The IEP team develops the Individualized Education Plan based on results from the initial evaluation, parental concerns, and the academic, developmental, and functional needs of the student. To the maximum extent appropriate, special education students are educated with non-disabled peers. Special education classes will occur only when the severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. BES ensures that children with disabilities have access to the educational programs, services, and extracurricular activities that are available to non-disabled students.

Administrators identify homeless students upon enrollment and provide the necessary support. The school uses the Alabama State Department of Education and federal regulations and definitions to identify homeless students. BES may be contacted by DHR or a parent to inform the school of a homeless student. The counselor and administrators identify possible services. If further intervention is needed, the school will contact the Fayette County Board of Education. Homeless students have access to all services and programs available to other students at BES, including Title 1 money, special education, At-Risk, Gifted, and ELL services. BES uses community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

Neglected/delinquent students are identified when the school is contacted by one of the following sources: DHR, parents, and other concerned community members. The school counselor, administrators, and/or school nurse identify possible services for neglected/delinquent students. The school counselor monitors students' grades and absences and ensures that the neglected/delinquent students have access to additional services as well as school supplies and clothing. School administrators work directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs available to other students at FCHS.

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.

FMS provides individual student academic achievement results to parents of English Learners through paperwork that is in a language they can understand. We can also provide a translator when needed.

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

We have 26 total teaching units at FMS. We had 4 teachers and 2 paraprofessionals who left, and our school counselor retired. One was a non-tenured special education teacher who was not rehired, and she was replaced at the beginning of this school year. One teacher transferred to another school in our district. The two paraprofessionals were nonrenewed.

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

At FMS, we have 5 teachers who have completed 20+ years of teaching experience in the county, 6 teachers who have completed 10-15 years of teaching experience in the county, 1 teacher with 16-19 years of experience in the county, 11 teachers with 0-5 years of experience completed in the county, and 3 teachers with 6-9 years of experience in the county. At our school, we have 16 teachers with MA/MS degrees, 1 teacher with a doctorate, 1 teacher with an EdS, and 9 with BA/BS degrees.

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

Our turnover percentage rate overall was 15 percent. Our school typically maintains a low turnover rate, as most teachers who typically leave do so due to retirement or transfer to other jobs within the county.

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

Data from academic assessments are used to determine topics covered in our Vertical Team Meetings. For instance, chose standards last year that our students were weak in and worked to reinforce those standards in our classrooms. Our teachers at FMS also attend training and have professional development related to our A+ College Ready curriculum and instruction.

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

Professional development opportunities that improve instruction include book studies for administrators, in-service afternoons for teachers to meet in Vertical Teams to discuss ways to improve our A+ College Ready instruction, and PD provided by the central office in regards to implementing our Chromebooks and Google Classroom into our lessons. Teachers who use AMSTI also have PD designed for them.

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.

At our school, new or inexperienced teachers are given support from an assigned master teacher.

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

Professional development is sustained and ongoing at our campus through the implementation of Vertical Team Meetings that are scheduled three times throughout the academic year, A+ College Ready provides PD for teachers in the summer and in the fall, and our central office provides PD that is related to technology and implementing technology into our lessons using the Chromebooks purchased by our district and Google Classroom.

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

We have several activities on our campus that assist and support students as they transition through our school. The incoming 5th-grade students come over for a campus tour in the spring, and the 5th-grade students attend a 5th-grade orientation. Our 8th-grade students have a graduation/ promotion ceremony each May. Our 8th graders also create a four-year plan and they register for their classes at FCHS with a representative from FCHS each spring. FCHS also has an orientation for our 8th graders and their parents in the spring. Finally, our Vertical Team meetings help teachers to communicate and collaborate with one another so that our instruction is aligned from grade to grade.

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)

Students from Economically Disadvantaged families have fees waived or changed, based on what they can afford. We also have businesses and/ or community members to support students who need help paying for field trips, activities, etc. Limited English proficiency students have access to interpreters, translating devices, and paperwork in a language they can understand. A CTIP is developed for special populations as part of an IEP prior to students entering a CTE program if accommodations and modifications are required. Documentation is also kept when federal funding is used to help support special populations in CTE programs. We have a tutor that comes to FMS to work with our EL students.

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The FMS leadership team conducts periodical reviews and amendments to the school plan as necessary throughout the school year. The plan is continuously made available to the public on the school website and a paper copy is available in the school office. We encourage suggestions and feedback provided by stakeholders (parents, community leaders, colleagues, etc.) to determine what changes and improvements need to be made. The FMS leadership team meets during the year to analyze assessment data provided by the Global Scholar tests data to determine our progress in reaching our goals to increase proficiency in reading and math. We also evaluate RTI data, as well as student grade data to determine our progress in meeting our goal to prepare every student to be a college and career-ready graduate. To monitor our success in mentoring new teachers, we communicate with our new and mentoring teachers to address any concerns or to make any improvements in this area. At the end of each year, teachers complete a technology survey to measure the frequency and consistency of technology used in the classroom.

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?

Fayette Middle School analyzes data provided by student grade report data from AimsWeb, Imagine Math, Read Theory, Elevate, and the ACAP assessment to determine if a student is performing at benchmark proficiency.

3. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The FMS leadership team meets during the year to evaluate and revise our plan as needed based on the results of the analyzed data. A midyear review is conducted with the assistance of the Fayette County Board of Education to make amendments and adjustments to our school plan.

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.

Fayette Middle School follows the guidelines proposed in programs such as Plan 2020 and Transform 2020 to ensure our students are prepared as college and career-ready graduates. To accomplish our goals we utilize resources provided through our Title I program, Career and Technical Education program, and the Fayette Community Foundation grant program. We incorporate A+ College Ready/ Laying the Foundation curriculum, AMSTI, and strategic teaching into our classroom instruction.

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).

Fayette Middle School provides and promotes an anti-bullying campaign for our students, with a county-wide bullying form and policy. The Child Nutrition Program is promoted and utilized to assist economically disadvantaged children. We coordinate and provide specialized instruction to students who qualify for services with developmental and speech-language delays (Head Start). We also have access to community resources that address adult education and ETS services through Beville State Community College. Fayette Middle School has a career and technical

education program that provides courses promoting career readiness, career exploration, and technology literacy for participating 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.

YES

NO

N/A

ATTACHMENTS

Attachment Name



2022-2023 FMS ACIP Signature Page

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 inform parents of the school's participation in Title I and the Title I requirements, etc. This typically takes place during our first schoolwide PTO meeting at the beginning of each school year. In addition, 5th-grade parents are exposed to this information during 5th-grade orientation because they are new to our campus.

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

The leadership and staff of FMS have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meetings for parents of participating children will be offered at different times during the school year.

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).

FMS believes in involving parents in all aspects of its Title I programs. Our process for how all parents have the opportunity for involvement in decision-making is as follows: parents receive notices of meetings, parents assist in planning and revising our ACIP plan, and parents may also assist in budget meetings. Furthermore, parents are also given a calendar that outlines various parent involvement opportunities that will take place throughout the year. Then we remind parents of activities through our social media, our website, and SchoolCast to involve parents in the activities going on each month. Parent input and suggestions are welcomed after the plan has been drafted. Revisions and concerns are addressed throughout the year, as needed.

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

We use parent involvement funds to purchase colored paper, stamps, ink for printing report cards/ progress reports, etc.

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))

Information describing the curriculum in place, as well as academic assessments and achievement expectations, is sent out via SchoolCast and can be located as a link on our school website. Our process for how all parents have the opportunity for involvement in decision-making is as follows: parents receive notices of meetings, parents assist in planning and revising our CIP plan, and parents may also assist in budget meetings. Furthermore, parents are also given a calendar that outlines various parent involvement opportunities that will take place throughout the year. Then, we remind parents of activities through the Black Board of involvement activities going on each month. Parents take the AdvancedEd survey at the beginning of the year and the Parent Involvement Survey at the end of the year. This is in addition to our parent meetings at the start and end of each academic year where parent feedback is encouraged. Written information can be translated and sent home to families in their native language.

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))

We have two meetings each year, one in the spring and one in the fall. When the compact is presented, we ask for suggestions and any recommended changes/feedback. Our meetings in the fall and spring are held at different times to accommodate parent schedules. The compact is sent home with the papers from the superintendent's office, it is given out at the meetings, and it is now available on the school website so that parents have multiple opportunities to see it. Our student compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help the children achieve the State's high standards.

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

During parent meetings, parents are encouraged to give their feedback regarding our ACIP Plan. Throughout the year, parents are also encouraged to ask questions or to report any concerns back to the FMS Leadership Team. Parents will be provided with an informational sheet that explains ACIP and asks for their feedback and suggestions for improvement.

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.

FMS builds capacity for parental involvement by encouraging parents to become equal partners in the education of their children. At FMS, this is done by training parents in such topics as content standards and academic achievement standards via the school website, parent conferences, and parent involvement meetings. Also, in our parent involvement meetings, parents are made aware of state/ local assessments, what it means to be a Title I school, and how to work with teachers to improve their child's academic performance.

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.

Parents are encouraged to become equal partners in their child's education by signing and adhering to the Student Compact, attending parent-teacher conferences, open house/ PTO, volunteering at the school, using the I-NOW portal to monitor grades and attendance, reviewing report cards and progress reports, SchoolCast notifications, and taking the AdvancED parent surveys.

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.

FMS builds ties between parents and the school by including them on our ACIP team, asking for their input at PTO and parent involvement meetings, and using their suggestions from parent surveys to improve our school.

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.

FMS coordinates parent involvement activities with other federal programs such as the Career and Technical Education Program's Advisory Council. Meetings are held 2-3 times a year to discuss program improvements and to solicit advice from council members in order to more fully participate in the education of their children. We also have a parent resource center outside of our front office.

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.

At FMS, information related to school and parent programs is sent home at the beginning of the year in the superintendent's papers. Throughout the year, we use SchoolCast, flyers/ newsletters, and the FMS website to notify parents of meetings and other activities involving students. Translated documents are provided to parents and students, as needed.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Our school is handicap accessible and we have identified several translators who may be used to see that all parents have the ability to participate in their child's education. We use transact.com to translate documents into a family's native language.

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.

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




 FMS Coordination of Resources Comprehensive Budget

eProve™ strategies: Goals & Plans

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

- Yes
- No

Attachment Summary

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 FMS Coordination of Resources Comprehensive Budget		•