



21-22 Title I Schoolwide Diagnostic for ACIP _09232021_12:08

Title I Schoolwide Diagnostic for ACIP

Peter Crump Elementary School
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Title I Schoolwide Diagnostic for ACIP - 21-22 Title I Schoolwide Diagnostic for ACIP _09232021_12:08 - Generated on 01/24/2022

Peter Crump Elementary School

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Instructions

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

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

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

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Parent, teacher, and students surveys were conducted by the Leadership Team. Staff and students completed these surveys online at school. Parents were asked to complete the surveys online. This is due to the safety measures put in place with Covid-19. As a result, the number of parents completing surveys was lower than previous years. Academic achievement data was collected from the ACAP Summative Assessment, STAR Reading and Math, and teacher made formative assessments at multiple intervals throughout the last school year. The team met throughout the Spring and Summer and analyzed the results from these surveys. In the fall of 2021, the BOY STAR assessments in Reading, Math and Early Literacy were given. Data was analyzed and plans for instruction were made. Teachers participated in a data meeting, at the beginning of the school year and will continue to participate in data meetings throughout the year, where they identified our strengths and weaknesses. This information will be used to plan for professional development activities for the year.

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

The results of the surveys indicated that students feel like they are actively engaged in their learning, but think that they are asked to complete too many worksheets. Teachers feel safe at school, but do not think that they have all of the materials/supplies that they need to engage their learners. Parents feel like they are in constant contact with their children's teachers, but would like to have more help in assisting their children with assignments. Academic achievement data from 2019 revealed that 1/3 of our students are not proficient, but 95% of our students did meet their growth targets. For parent survey results please see attachment.

3. What conclusions were drawn from the results?

Our students score well below the proficiency levels in all areas of the standardized tests. Teachers need more training and coaching on how to identify and implement best practices in teaching strategies to address the learning needs of all students. We need to keep Reading and Math a focus in our professional development plans as well as in our instructional decisions. With the changes in our reality this year, we will need PD in reaching students virtually to support a blended learning environment. We also need to understand how to ensure active engagement of students and teachers.

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

The student attendance rate for 2020-2021 was low due to the transitions between face-to-face and virtual learning. When transitioning to virtual learning, many students did not have a device. Holding events such as Open House was challenging because of Covid-19. We continue to serve a large number of transient students many of them which have not finished the 2020-2021 school year successfully. We are proud that our Scantron Performance Series data shows a great deal of growth in FY 19, and our State report card grade improved from a D to a B, however the number of students proficient for the year was low and needs improvement. We received full points for students growth, which shows that our teaching is making a difference. However, our students are not performing on grade level and changes to our curriculum and instruction needs to take place. We feel confident we would have performed well on the state report card again in FY 22.

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

After considering the multiple sources of data and results of the surveys from all stakeholders, the ACIP objectives were written to address the areas of improvement that were rated as the highest priorities by the Leadership Team. We also aim to ensure that our objectives are aligned to district initiatives and state report card indicators. Critical Initiatives were developed based on the data and activities were created to support each initiative.

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

Our priorities indicate the areas we have identified for improvement after reviewing all of the data and the benchmarks we will use to measure progress toward those priorities. Our benchmarks utilize multiple data sources including student academic achievement data and growth, professional learning support, and Climate and Culture.

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

Each priority includes strategies and activities that support Tier I instruction as well as address Tier II and III intervention efforts. Special populations are addressed in all lesson plans submitted by teachers weekly. Teachers will meet to collaborate and discuss interventions and strategies to meet the needs of all students by employing strategic teaching practices and differentiated instruction.

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.

ACADEMIC ACHIEVEMENT AND STUDENT GROWTH: Develop strong strategic teaching practices to actively engage all learners to positively affect academic achievement. We will also establish growth targets for all students, communicate those targets so that all students are aware of their learning goals, and monitor progress in attaining those goals using multiple data sources. PROFESSIONAL LEARNING: We will ensure that our faculty is provided professional learning opportunities that will support adult and student outcomes. CLIMATE AND CULTURE: Implement strategies that will positively affect the school culture so that students and teachers are fully present and active in the learning process.

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.)

Provide high quality educational opportunities for all students All staff will purposefully plan instruction to maximize student understanding and retention of content material. Teachers lesson plan design will impact the quality of education Time to plan adequately- Monitoring plans, coaching opportunities- Lesson plan reviews-Common planning times-Provide professional development for strategic teaching - Provide teachers with the training necessary to plan for and deliver quality instruction; Teachers will implement strategies learned in professional

strategies --follow up on PD - Teacher observations- Lesson Plan Reflections
Teachers will select resources that will enhance lessons to meet quality teaching standards- Provide positive behavioral interventions and supports

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.

Crump will offer an after school program funded through the district in the areas of reading and math. Students are identified as below grade level and invited to participate. This program will be offered 4 days a week from October-March.

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.

Individual needs are being addressed in leveled small groups, differentiated instruction, tiered instruction, and interventions in Reading and Math which take place in all classrooms. The EL teacher comes twice a week to work with small groups of our English Learners. This year we have clustered those students in classrooms. Our EL Facilitator monitors their progress and grades. Every child receiving Special Ed services is assigned a case manager. The AI and ARI LRS will also work with students in need of Tier III instruction. Disadvantaged students receive Tier I instruction from highly qualified teachers and small group instruction as well as Tier II and Tier III instruction from highly qualified teachers and tutors (if available). The school counselor works diligently for the emotional and behavioral needs of the neglected, homeless, and all disadvantaged students.

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.

Parents of EL students are sent information regarding their students' academic achievement results in a language they can understand through the use of district wide materials supplied by the central office. Also, Transact is available for any correspondence sent to these parents. EL teachers also use interpreters when needed. Teachers also use a variety of translation apps through a device such as a tablet, or phone, when communicating verbally with non English speaking parents.

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

Peter Crump Elementary normally has low teacher turnover, however due to the pandemic many teachers retired. This year we have 7 teachers new to our staff.

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



The experience level of key teaching and learning personnel at Crump is exceptional. All of our teachers, with the exception of two Special Ed teachers ,and our PE Coach have at least three years experience. Many of our teachers have over 10 years experience.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)? Crump Elementary has a very good reputation in Montgomery. It is not necessary for us to offer specific initiatives to attract and retain highly qualified teachers. Due to a lack of candidates in MPS in general, if held, we plan to participate in career fairs this year to attract more candidates.

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

We have worked with members of the Leadership Team to analyze the academic achievement data and determine areas of weakness in our programs and instruction. STAR Reading, Math and Early Literacy data from the fall administration will be used to determine grade level and school wide trends that need to be addressed through professional learning. We have scheduled training sessions to address these weaknesses, and will utilize our Accountability Interventionist and Reading Coach to provide job-embedded professional development and onsite coaching in content areas. Teachers will also analyze the data in common planning and data meetings to make professional development suggestions.

10. Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction. In addition to PD that will be conducted at the school level, MPS Inservice trainings on new resources will be provided. ARI Regional Training will be provided to the Reading Coach and ARI Turn Around Training will be provided to the teachers by the LRS. MPS central office PD sessions and resources such as webinars will also be used. SDE offered training sessions as well as RenPlace training designed for our staff will be used. Administrators will also conduct Eleot observation tool training.

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.

The new / inexperienced teachers at Crump Elementary are assigned a master teacher on his or her grade level that will mentor him / her for a year. This mentor

works on the rules, regulations, guidelines, and policies that are in place at our school. The Grade Level Chair person also acts as a mentor to assist in the new



teacher's transition. MPS also provides a New Teacher Program for first year teachers and a Mentoring program for first year teachers.

12. Describe how all professional development is "sustained and ongoing." MPS has scheduled PD days on the yearly calendar. We also have "Common Planning" every day at Crump Elementary for our teachers to meet with their grade level for forty minutes to plan and receive professional development. This time is used for Data Meetings, Lesson Planning, RTI, Principal's Choice, and PD. Title I money is used for PD throughout the year and into the summer to support the core curriculum. We also have an ARI Reading Coach and an Accountability Interventionist to provide on site coaching for implementation of PD.

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.

Common Planning, Grade Level Planning, and monthly Leadership Team Meetings provide teachers with the opportunities to have a voice in the decisions regarding the use of statewide academic assessments results and to discuss challenges and progress. Faculty representatives on Leadership teams give them an additional input means. Teachers also meet as a grade level with the leadership team, SPED department, and EL teacher to discuss placement of students for the new school year. If allowed this year, the 5th grade students and teachers will schedule a site visit to the zoned middle school.

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?



Normally, we use the results of the previous year's state assessment, as well as the State Report Card for Accountability purposes. Spring testing did take place, however due to Covid, many of our students did not report to the school to complete the assessment. As a result, assessment data for many of our students is not present. In addition to using the state assessment data, we will use our universal screening data to help determine and evaluate the effectiveness of our schoolwide program. In FY 19, Crump improved from a D to a B on the state report card. The school's administration and leadership team carefully analyze the data to determine strengths and weaknesses as well as trends. One of the first items discussed at the beginning of the school year is data. Grade Level Meetings begin immediately. Teachers are expected to know exactly how each of their current students performed on the previous year's state assessment. This year we are looking at fall assessments and progress monitoring on formative assessments throughout the year.

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?

By looking at individual student data, Crump begins determining the effectiveness of the school wide program in increasing the achievement of students who are furthest from achieving the standards. One of the first items discussed at the beginning of the school year is data. Teachers are expected to know exactly how each of their current students performed on the previous year's state assessment. We look at each students' annual growth target and whether or not a student met that goal. We also look for grade level trends to determine our curriculum and professional development needs.

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?

At Crump, we evaluate our Continuous Improvement Plan every quarter by monitoring and adjusting as needed. Current data is gathered and analyzed throughout the year to monitor student progress. Universal Screenings, progress monitoring, quarterly benchmarks, and other forms of formative assessments all provide insight into the effectiveness of our 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.

Through the Student Social Services Department, MPS provides a number of programs and services including: Behavior Intervention Services and the Behavior Intervention Counseling Center, Bullying Prevention, School Based Mental Health, Suicide Prevention, and Awareness, Social Work Services, Crisis and Trauma Counseling, ELL Services, and PBIS. Through the Montgomery County District Attorney's Office, MPS also refers students and families to the Helping Montgomery Families Initiative. Title I and State funds are crucial to student achievement at Crump. These funds provide a full-time Assistant Principal, Behavioral Aide, Parent Liaison, Accountability Interventionist, and at least 2 certified, retired teacher tutors working part-time. With Title I and State funds we are able to keep our technology current, provide professional development to teachers, purchase books for our Media Center, instructional resources for every teacher. Other Federal funds provide free breakfast and lunch for all of our students every school day.

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).

Crump coordinates and integrates violence prevention programs such as Behavior Intervention services, the Behavior Intervention Counseling Center, Bullying Prevention programs, the Helping Montgomery Families Initiative, and PBIS through the MPS district office. Breakfast is served every school day beginning at 7:30 a.m. and is free to all our students as is lunch.



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

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 will hold our Annual Title I Parent Meeting on October 13, 2021 using the PowerPoint that will be provided by the district. Our Parent Liaison, Accountability Interventionist, Assistant Principal and Principal will lead the meeting. We hope to have another record breaking number of parents attending via Zoom. Parents will be afforded the opportunity to have input on how the set-aside allocation will be utilized and offer suggestions for the school continuous improvement plan (ACIP). Our total set aside for this year is \$4307.35

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.

A survey is sent out from the local school for input on times convenient for parent meetings. We will schedule meetings before, during, and after school hours to accommodate working parents. We will have volunteers offer childcare for toddlers so that parents are able to meet with teachers during the school day. Sheets are available in the office. Parents are afforded the opportunity to have input on Title I funds during Parental Advisory Committee Meetings. Parent involvement funds are being used to support our Parent Liaison and Parent Resource room which provide parents with materials and supplies essential in helping their students be successful at school.

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).

The school solicits parent volunteers to allow parents the opportunity to become involved in the School Improvement process. Parent interest sheets are available in the office. Parents are afforded the opportunity to have input on Title I funds during Parental Advisory Committee Meetings.

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

Parent Involvement funds are being used to update and maintain our parent resource center. We are purchasing additional computers for parent use as well as published materials to assist parents. We have purchased communication folders

for each student. These folders provide daily communication between the school and home. We will also use funds to provide materials for parent activities throughout the year.

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))

Peter Crump Elementary School provides regular communication with parents through school and classroom communications via homework folders, Class Dojo, School Messenger, the school's web site, school's newsletters, progress reports and through the Parent Resource Center. All communications are written in a practicable language that parents can read and understand. Communications are translated when deemed necessary by the district ELL personnel specialist and/or teachers. Transact is used when necessary for our EL population.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The parent advisory committee meets to review and revise the school-parent compact as needed. The compact is a commitment with the school and home working in partnership to ensure the success of the child. The homeroom teacher will house the student's compact throughout the year. Teachers use this compact during conferences with parents and students to remind them of the agreement they have that all parties are responsible for their child's education.

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

The school's Leadership Team is comprised of administrators, parents and teachers. Parents may give input regarding suggestions and/or revisions to the plan. Parents have the right to submit their concerns in writing to the Leadership Team and the district office. The plan is available on the school's web page, in the media center, and in the Parent Room (Room # 112).

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.

The school will accomplish this through a series of meetings during the year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessment results. Additional comments and explanations will be discussed during the Title I Annual School Parenting Meeting. Peter Crump will 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. We will have opportunities throughout the year for parents to meet with teachers to discuss students' work and how to assist their child with homework and assignments.

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.

The school's Leadership Team will work diligently to ensure that all parent literature and material is aligned with the school's Parent and Family Engagement plan. Peter Crump Elementary School identified goals and activities. The school will have their parent information in the school's library and the Parent Resource Room. The school will host virtual workshops to assist parents on strategies to enhance academics. A Parent Liaison is available to assist parents in gathering resources to help them succeed in assisting in their child's education.

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.

Parents will always be encouraged to take an active role in their child's education. Materials detailing community resources will be housed in the parent resource room and media center. Books, videos, DVDs and Web Sites on various topics and how parents can assist their children in academics and positive behavior will also be housed and available for check out from the library and parent center

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.

The school will continue to work with its teachers, office personnel, and other school staff through staff development opportunities, grade level meetings/data meetings, and faculty meetings to understand the importance of parental involvement and parents as partners. Central office personnel will be contacted for additional support to enhance the overall parent programs.

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.

Parents will always be encouraged to take an active role in their child's education. Materials detailing community resources will be housed in the parent resource room and media center detailing community resources. Books, videos, DVDs and Web Sites on various topics and how parents can assist their children in academics and positive behavior will also be housed and available for check out from the library and parent center.

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))

The School will provide opportunities of parents with limited English proficiency and parents with disabilities to assist them with a thorough understanding of school information. The school will utilize district specialists for translations when deemed necessary. Transact is also available to the schools to support language barriers. Every effort is made to accommodate parents with disabilities. The school is a handicapped-accessible building.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

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

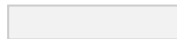
I have completed and uploaded the Coordination of Resources - Comprehensive Budget.

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

ATTACHMENTS

Attachment Name

21-22 Coordination of Resources Budget



eProve™ strategies: Goals & Plans

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

strategies. Yes

No

Attachment Summary

Attachment Name	Description	Associated Item(s)
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21-22 Coordination of Resources Budget		•
Agenda for Leadership Planning		• 1
Signature of ACIP Committee Members		• 1