



2020-21 Title I Schoolwide Diagnostic for ACIP HMS

Title I Schoolwide Diagnostic for ACIP

Headland 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.

Title I Schoolwide Diagnostic for ACIP

1. How was the comprehensive needs assessment conducted?

In October 2020, the school leadership team (including parent members) reviewed the 2019-20 School Improvement Plan to assess the degree to which implemented strategies were met. This information was shared with faculty members and interested parents. In October 2020, the school leadership team and school faculty met to disaggregate state assessment data, End of the Year School Reports, and other local data. The school leadership team met to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft is completed, faculty and staff will review/suggest modifications if needed.

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

English: NT Reading: 67% proficient (increase of 5% from 17-18) Fall 2020 62% proficient (decrease of 5% from Spring 2019) Science: 56% proficient (decrease of 13% from 17-18) Math: 52% proficient (decrease of 3% from 17-18) Fall 2020 48% proficient (decrease of 4% from Spring 2019) Writing: NT Attendance: ADA 97.21% unexcused absences 173 Discipline: 205 referrals Grades: 1 course failure Scantron Fall 2020 Reading levels 3 & 4 decreased 4% from 47% in 2019 Scantron Fall 2020 Reading level 2 remained the same of 31% as in 2019 Scantron Fall 2020 Reading level 1 increased 4% from 22% in 2019 Scantron Fall 2020 Math levels 3 & 4 decreased 1% from 30% in 2019 Scantron Fall 2020 Math level 2 decreased 10% from 44% in 2019 Scantron Fall 2020 Math level 1 increased 10% from 27% in 2019 End of the Year School Reports: Improvement in the areas of discipline, behavior and grades can be noted for the 19-20 school year. During the 19-20 School

3. What conclusions were drawn from the results?

HMS has gaps in Reading and Math that needed to be closed. Furthermore, school culture and professional development needed to be addressed to help teachers understand college and career teaching practices better and to be able to encourage more student engagement/student motivation in the classroom. Reteaching and reviewing previous grades' standards needed to be addressed. HMS made improvements in the areas of attendance, behavior, discipline and grades. During the 19-20 school year, the average daily attendance was 97.21% compared to 96.19% the previous year. 173 unexcused absences can be noted from the 19-20 school year; a decrease from 441 the previous year. A decrease in discipline referrals from 239 in 18-19 to 205 in 19-20 is also observed. Students failing courses dropped from four in the 18-19 school year to one in the 19-20 school year.

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

HMS has gaps in reading and math that needed to be closed. Furthermore, school culture and professional development needed to be addressed to help teachers understand common core teaching practices better and to be able to encourage more student engagement/student motivation in the classroom.

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

The school goals address the school needs by establishing specific, annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school. This will ensure that all groups of students will meet the state's proficient level of achievement on the local and state academic assessments.

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

Multiple types of data, such as Performance Series, Parent Surveys, Students Surveys, and Teachers Surveys, were examined and then used to create the goals that portray a clear and detailed analysis to design instruction. The types of data were identified indicating what teachers can use to improve student learning. In addition, the data guides the school leadership to implement goals to increase student achievement.

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

HMS goals specifically address gaps in special education populations where there is a major gap according to data analysis. There are no major gaps in regular populations and poverty populations as of the last data analysis.

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.

#1) Teachers will participate in grade level and school wide workshops with the purpose of increasing research based instruction. Professional Learning will include but not be limited to the following: Powerschool training, AMSTI, ARI, Technology in Motion, Strategic Teaching, Laying the Foundation, Dyslexia Training. #2) Teachers will meet weekly in PLCs to raise student expectations. PLC topics will include but are not limited to the following: Every Assignment Every Time, Tier II instruction, Tier

III instruction, Tutoring, RTI, Intervention, Frontloading, Reteaching, Dyslexia Screening Results, SCANTRON Results, Stride, ALEK and IXL results. Title 1 money will be spent as needed to purchase materials for classrooms from ideas brought up in the PLC meetings. #3) Teachers will meet weekly in PLCs to create more robust assignments and increase rigor within their classrooms. PLC discussions will include but are not limited to the following topics: Project Based Learning, Writing Across the Curriculum, Strategic Teaching, Depth of Knowledge, Technology. Title 1 money will be spent as needed to purchase materials for classrooms from ideas brought up in the PLC meetings. #4) Title I teachers will be hired in order to supplement state funded teachers in core instruction in grades 6-9. #5) Intervention classes will be in Math and Reading for all grade levels to support the regular education teachers. At Risk students will receive a double dip of reading using evidence--based strategies.

2. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include**—

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Students who do not respond to the strategies will receive assistance through one or more of the following methods: 1) Peer tutor 2) Co-Teaching 3) Small groups 4) Students who are not performing on grade level will be referred to their grade level's RTI team. If requested by special education, students will be administered a vision and hearing exam to identify any medical conditions that may serve as a learning barrier for the student. Students who do not respond to Tier II intervention strategies will be referred to Tier III strategies. These students will participate in a Scientifically Researched Based Intervention Program. 5) School social worker work

with at-risk students with truancy, behavior, mental health challenges, academic progress. 6) School counselors work with students who are at-risk 7) RTI

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day.**

All core teachers must stay at least one day a week after school for tutoring. Parents are informed at the beginning of school through Teachers' remind and Facebook.

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.

To assist the migrant and English learner, we have an instructional aide to assist them in their core classess. For our special education population, we have resource teachers in place to assist them. Tutoring for all students, including the economically disadvantaged, neglected and/or delinquent and homeless students is offered. Also, there is a reading and math remediation teacher available to help them.

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.

We will use Transact to give parents interpretation in their own language, and an instruction aide assists them too.

6. What is the school's teacher turnover rate for this school year?
4%

7. What is the experience level of key teaching and learning personnel?
Average years of teacher experience at HMS is 15 years.

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

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

At the end of the school year, each teacher is provided with a survey which allows them to list academic needs of their students using students classroom grades, RTI, and Performance Series Reading and Math. Based on these surveys, the following professional development training were implemented: Strategic Teaching Training

Technology Training Co-Teaching Training Collaboration with other state agencies (PowerSchools, ARI, AMSTI) Laying the Foundation AMSTI Making Middle Grades Work CCRS Dyslexia Training

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

Strategic Teaching Training Technology Training Co-Teaching Training Collaboration with other state agencies (PowerSchools, ARI, AMSTI) Laying the Foundation AMSTI Making Middle Grades Work CCRS

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 program is designed to provide ongoing support for new or struggling teachers. Each new teacher is assigned a master teacher who is matched, to the extent practicable, by subject, grade, and proximity. The mentor and new teacher are required to meet biweekly. Meetings are documented on a contact log, which reflects the date, length of the meeting, and the focus. Additionally, we have built in time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. Our mentoring program also includes training for both mentors and new teachers. We provide training for mentors on how to work with new teachers, and we provide several training sessions for new teachers throughout the year including new teacher orientation, classroom management and discipline, and effective instructional practices.

12. Describe how all professional development is “sustained and ongoing.” Professional development activities go on throughout the school year and the summer. Activities are always evaluated at the end of every year to discuss what needs to continue and what can be done away with.

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.

Students in 5th grade are transported over from the elementary to tour the middle school and hear a presentation about Headland Middle School, including class schedules, academic and behavioral expectations. A video is shared through social media and a packet/flyer is sent home with 5th graders to provide parents with information about 6th grade over the summer. This introduces the outgoing 5th graders to Headland Middle School. For outgoing 8th grade students, the counselor meets with the students to design their 4 year plan and courses. She answers any

questions about classes and credits before they enter 9th grade. A copy of the students' 4 year plans are sent home for parents to sign and approve. Our 9th grade students attend classes on our middle school campus in our 9th Grade Academy building, so they are not transitioning to a new campus between 8th and 9th 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)

To address the challenges for students with disabilities, we follow the IEP and/or 504 Plans in place for those students. For students who are 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, we will wave fees and provide necessary supplies to be successful in Career and Technical Classes. We will also provide EL Students with a ELL case manager/paraprofessional and follow the WIDA standards when applicable.

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?

In October, the school leadership team (including parent members) will review the 2019-2020 School Improvement Plan to assess the degree to which implemented strategies have been met. This information will be shared with faculty members and interested parents. In October 2020, the school leadership team and school faculty will meet to disaggregate state assessment data, School Incident Report, and other local data. The school leadership team will meet to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft is completed, faculty and staff will review and suggest modifications if needed. The CIP for the 2020-2021 school year will then be published and shared with the district. Requested modifications will be examined and decisions made by the school leadership team and faculty/staff. The finalized CIP will be sent to the district school board for approval and signatures.

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?

In October, the school leadership team will meet to analyze RTI data, Performance Series Data, and Lexia Data. Based on the data listed, our team will evaluate whether the schoolwide program has been effective in increasing the achievement of these students who are furthest from achieving the standards.

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 CIP Team will meet quarterly to discuss data about student achievement and student behavior. The following committees will meet monthly to discuss student achievement and behavior and make recommendation to the CIP Team when issues arise: PBIS, PLC, Vertical, and RTI Committees. The CIP Team will meet and revise the plan as needed based on recommendations from the listed committees.

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.

The State, Federal and local programs that are consolidated/coordinated in the schoolwide program are as follows: Lexia, Sonday Program, ALEKS, IXL, Edgenuity, No Red Ink, Schoology, Wordly Wise, Eureka Math, Flocabulary, Scott Foresman Reading Street All programs that are purchased are evidence-based for reaching the school's goals.

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

N/A

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

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 scheduled our Parent Title I Meeting for October 18, 2020. Parents will be informed of the meeting through (1) website announcements, (3) school marquee, (4) Blackboard. To assist in providing the opportunity for all parents, the meeting is offered virtually via Grade-level Facebook Pages, school website, and Remind. Topics to be discussed at this year's meeting: Continuous Improvement Plan; An explanation of the school's curriculum and the state's content standards; Title I program and participation, its services, and parents' rights; Parental Involvement Section of the Continuous Improvement Plan and School Parent Compacts; Parent Surveys.

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.

1. The leadership and staff of Headland Middle School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents will be offered virtually via Grade-level Facebook Pages, school website, and Remind. 2. Headland Middle School believes in involving parents in all aspects of its Title I programs. We have four parent representatives on our CIP committee who were 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 to parents next school year. Each year, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys will be reviewed by the parent representatives and entire CIP committee in determining needed changes. 3. Headland Middle School uses its parental involvement funds as follows: Blackboard: \$1778.38 Educational Pamphlets: Remaining Funds

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).

1. The leadership and staff of Headland Middle School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents will be offered in October. 2. Headland Middle School believes in involving parents in all aspects of its Title I programs. We have four parent representatives on our CIP committee who were 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 in October seeking their input on activities, training, and materials that the school should offer to parents this school year. Each year, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and entire CIP committee in determining needed changes.

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

Headland Middle School uses its parental involvement funds as follows: Blackboard: \$1778.38 Educational Pamphlets: Remaining Funds

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

At its annual meeting of parents at the beginning of the school year, Headland Middle School will hold an open house where information will be presented about its Title I programs, the curriculum, and forms of academic assessment used. Parents will learn about the following subjects taught: Reading, Math, Language, Science, Social Studies, Physical Education, and Computer Science. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information on these topics and a copy of the parental involvement plan. All of this information will also be posted online for parents to view at their own convenience. We presently have one Spanish-speaking parent. A Spanish speaking interpreter is provided at the meeting to communicate with these parents. In addition, documents are provided, to the extent practicable, in Spanish.

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

Headland Middle School revised its school-parent compact on August 28, 2020. The parent compact is evaluated and revised when needed. The new compact was developed through a coordinated effort by school staff members and our school's Parent Advisory Committee. All parents will be given a copy of the new compact at the beginning of the school year. The compact will be explained to the parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The principal will sign the compacts and house them in teachers' classroom for use during parent-teacher and/or student-teacher conferences.

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

Periodically Headland Middle School will collaborate with the CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. HMS has an open-door policy for parents to voice their concerns.

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.

Headland Middle School will accomplish much of this through its Annual Title I Parent Meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education.

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.

HMS holds quarterly meetings that outline academic achievement, steps to help your child be a successful student, etc . At these meetings, information is given in the form of handouts and pamphlets. The principal also has the information for parents who were unable to attend the meeting(s).

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.

HMS will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. This year, our CIP committee placed special emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. Therefore, this year our principal will be working closely with each lead teacher to ensure that grade-level meetings include a parent involvement focus. The principal will set the expectation that teachers work on planning parent involvement activities and materials that best meet our schools identified goals.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

N/A. As deemed necessary.

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.

HMS coordinates its parent involvement program for all parents. Material for parent meetings are offered in English and Spanish text for the parents who do not speak English. HMS will communicate with parents through various means, parent-teacher conference days, HMS website, Blackboard, HMS Facebook page, Remind, email, and written communication.

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))

Headland Middle School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. HMS presently has an ELL aide who is available to help with any limited

English proficiency problems. At this time, HMS has no migrant students. Every effort is made to accommodate parents with disabilities. HMS 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

 ACIP Team Sign in Sheet

 Parent Compact

 Strategies and Goals





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)
 ACIP Team Sign in Sheet		.
 Comprehensive Budget 2020-21		.
 Parent Compact		.
 Strategies and Goals		.