Floyd Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

George W. Floyd Elementary School
Roy Bliss
601 Black Creek Rd
Gadsden, Alabama, 35904
United States of America

©Cognia, Inc.

Table of Contents

Instructions 3
2024-2025 Title I Schoolwide Diagnostic for ACIP 4
ACIP Assurances 11
Parent and Family Engagement 12
Coordination of Resources - Comprehensive Budget 18
eProveTM strategies: Goals & Plans 19
Attachment Summary 20

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.

2024-2025 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Data from the ACAP, iReady Reading and Math, DIBELS and observations were analyzed to determine the needs of the students. Teachers completed self assessments to assign indicators in the PLP in the Evaluation System. A parent survey was given to the parents for their input. Students and Teachers also completed a survey.

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

The results of the iReady Reading and Math and DIBELS indicated a need for improving Reading and Math Skills. Teachers feel training is needed to deal with the emotional and social needs of students, especially in the area of mental health issues.

3. What conclusions were drawn from the results?

Overall our data shows us that we need to continue to improve in Reading, Math, and writing. Our special ed. students need more assistance in those areas and to show the improvements that are needed. Our EL population needs to continue to work on writing.

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

As a result, we understand that many of our students are dealing with issues that are beyond their control, causing it to affect their academics. One goal is to for the parent to take a positive, active role in their child by providing more academic and social activities for parents and community members. Also, the staff needs guidance on how to deal with students as a whole child. Teacher implementation using best practices in Reading, Writing and Math are needed to increase student proficiency. Skills based instruction will be targeted for students not meeting mastery.

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

The goals were designed based upon surveys, data results and observations.

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

The goals were designed using the various types of data (criterion-based test data; surveys, formative assessments, anecdotal records, and observations) that resulted in the needs of the school.

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

Every student in grades K-5 will be given an assessment. Students in kindergarten through grade three are each administered the DIBELS three times annually. Every student takes the iReady Reading and Math test three times a year, or more if needed for progress monitoring purposes. All students are using various programs, for which the teacher monitors the appropriate level of instruction, including IXL. Students may also participate in Accelerated Reader program. The state assessment test will be administered to the second, third, fourth and fifth grade students. The ELL students are given the WIDA Assessment. In addition, each teacher gives teacher-made tests and textbook unit tests for classroom assessment. Grades K-5 will follow Go Math lesson plans and administer monthly tests that covers the skills that have been taught for the month and are provided with data from all of these assessments. They meet in grade level meetings and faculty meetings in which all the data is discussed. The Board of Education has developed charts of testing data that compares the most recent tests with the test from the previous year and a useful sandbox of our students to show our kids' scores. The team will meet and present each grade with the graphs/charts. From this meeting each teacher will discuss and will be asked to look at strengths and weaknesses to ensure that weak areas are being covered sufficiently before the upcoming spring assessments. Teachers will involve parents in conferences and discussions about their child's progress. Testing data is evaluated by the RTI Team when a student is referred. Teacher representation and input is included on the schools' budget committees, policy committees, textbook selection committees, and school calendar committees. Teachers from each school serve annually to create weekly lesson plans and monthly tests. The teachers will also follow the pacing guides for Reading and Math for all grade levels.

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

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.

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students’ needs and reduce any special population gaps. Classroom and resource teachers will continually review formative data including iReady, DIBELS, IXL results to adjust ongoing instruction. Teachers will also analyze summative data

from classroom assessments to determine students' proficiency in mastering the week's objectives/curriculum standards. Teachers will instruct students in the use of digital tools to complete assignments.

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.)

Intensive instruction in areas of improvement for Reading and Math, conferences and groups with the Counselor, the 21st Century program held after school hours, and skills based instruction will be available for at-risk students. Observations, classroom coaching and dialogue using the data will help identify our greatest needs.

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.**

Skills based tutoring will be offered for 2nd and 3rd grade students that are At-Risk. Students also have access to myOn and IXL software. Students will be rotated as needed based upon skills targeted.

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 Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent and Homeless students must have equal access to the same free appropriate public education, including public preschool education

provided to other children and youth. These students are provided with the opportunity to meet the same challenging state content and state performance standards to which all students are held without being stigmatized or isolated. All students have access to all services and programs available, including free/reduced lunch, Title I services, EL services, Special Education services and counseling services. Schools works in cooperation with the Etowah County DHR, Family Success Center, and various local churches and other community resources to provide students with necessary school supplies, food, clothing and shelter. All LEP students are identified upon enrollment through a Home Language Survey. They are tested using the (W-APT) to determine eligibility the parents or guardians agree to services, then the student is provided support by an EL teacher. Parents receive all updates and important school documents in a language they can understand. The academic progress of each student is assessed every 4 weeks by the EL teacher. Students are tested annually on the ACCESS test to gain data of Language development. El students who score 4.8 on ACCESS exit the program and are monitored tor 2 years to ensure success. Migrant students are identified upon enrollment through an Agricultural Survey which assesses whether the student qualifies for migrant services. Homeless students are identified upon enrollment by the parent identifying themselves as residing in a shelter or living with another family on a Survey. These students are referred to the school counselor and Homeless Liaison. These students are guaranteed access to the same services and programs as other students and all supplies and personal needs will be meet so there will not be any barriers for the student. Special Education services are provided by the district and appropriate procedures in accordance with federal and state laws and regulations. The schools utilize a Response to Intervention team to identify students who are at-risk both academically and behaviorally. The RTI team considers each student carefully to determine need for referral for special ed testing. Once a student is referred for testing, parents notified for permission to test. An IEP team convenes to determine eligibility for services and develop the IEP. The goal of the Special Ed. Program is to educate the student in the least restrictive environment possible.

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.

Comprehensive progress reports are sent home at the mid grading point of the nine weeks. Report cards are sent home every nine weeks. Notices and letters home are also interpreted for the parents.

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

We didn't have a huge turnover this school year. We have one new 5th grade teacher and a new librarian. Our numbers have increased, and we had one retirement at the end of the 2023-2024 school year.

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

We have 5 teachers that have been teaching for 3 years or less. We have 4 teachers that have been teaching for 3-10 years. The remaining teachers on staff have at least 12 years of experience or more.

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

Our school system has a recruitment plan in place. Also, we provide mentors for 1st and 2nd year teachers.

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

Data from academic assessments are used to determine areas of focus in which specific professional development activities are implemented. It will be beneficial for improving instructional practices and teaching strategies. We also will follow the GCS professional development plan.

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

All teachers will participate in behavior training/classroom management strategies with Robert Hudson, K-2 will participate Orton-Gillingham multi-sensory training. In-house math training for all grade levels. Also, all teachers are working on being trained in LETRS. Teachers will also have the opportunity to attend MEGA conference during the summer.

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.

We have one new teacher that is new to our system and has a mentor. They meet weekly to collaborate on practices, procedures and needs of the students. Reading Coach and Math Coach will also complete coaching cycles with all teachers.

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

Professional development is "sustained and ongoing" by turn-around training provided by teachers who attended professional development opportunities. Ongoing professional development is also demonstrated through each teacher's Professional Learning Plan in Educate Alabama.

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.

Head Start classes from J. W. Stewart, as well as the two classes housed in our building, will tour the school and visit with the Kindergarten classrooms. A team from Emma Sansom Middle School, consisting of the Principal, Counselor, sixth grade teachers and students will visit our fifth grade students and teachers for a brief orientation of their school. The 5th graders are able to ask questions to the team for understanding. The 5th grade students also are able to walkthrough the school to get acclimated to the set up of the school. The parents are also invited to a parent transition meeting that is held at Emma Sansom Middle School usually held during the month of May.

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?

Academic progress will be assessed using multiple methods. Teachers in all grades will be using a combination of DIBELS Next, IXL reports, iReady, and informal assessments to pinpoint weaknesses. Results will be utilized to identify academic strengths and weaknesses. Informal assessments will employ teacher observation, teacher made tests, end of-the-chapter and/or unit textbook tests.

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?

Teachers will compare student performance prior to, and after, specific instruction, and/or a period of time. Grade level meetings will be held to discuss and outline the curriculum for the current and/or following year. The teachers will also follow the Reading and Math Pacing Guides.

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?

Each grade level will hold weekly meetings to discuss plans and other short-term goals during common planning time. The teachers will also meet in across grade level meetings with adjacent grade levels to discuss student achievements and academics. Meetings will be held with the reading coach to go over reading and math assessments to determine goals for grades.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V)(B))

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 system has purchased IXL software for math and reading. MyOn, iReady, and Spire are used to enhance student learning and to provide additional practice on specific skills. Evidence-based reading and math programs, AMSTI and ARI, and Really Great reading strategies are used to increase student achievement.

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).

Our system has an annual Anti Bullying rally. We have Red Ribbon week yearly. Our counselor has small groups that address bullying issues. He also has whole group lessons on bullying and cyber bullying throughout the year. Our school participates in Gadsden City School's Nutrition Program.

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

ACIP Sign- In sheet

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% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

On September 12, 2024, a parent meeting was held to explain to the parents what it means to be a Title I school. During the meeting, the parents were informed of the 1% set aside money and how the parents can be involved. We discussed how parents can be involved in the process and how they can be part of the decision-making team regarding the 1% set aside for both the school level activities and well as system-wide initiatives. Parents are asked for input and areas of concern. Parents are also invited to participate in the spring Title I planning meeting.

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.

Annual Title I meeting was held on September 12, 2024, at 8:30 am and 4:30 pm. The Spring meeting will be held during the school day to ask for input on the Title I Compact. Parent Conference Nights will be held for the parent to schedule a conference time with their child's teacher and to stay abreast of their child's academic progress. Additional virtual meetings will be held to further inform parents and ask for more input throughout the school year. These meetings will be held during the day and evenings to allow all parent the opportunity to attend at a time that is convenient for them.

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).

Parents are asked for input at the Annual Title I meeting and to complete a parent survey. We asked them about their areas of concern. Parents are also invited to participate in the spring Title I planning meeting. Parents are given surveys to complete and address concerns or offer suggestions for school wide decisions.

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

Funds for parental involvement are being used by the school to provide communications to the parent pertaining to school events, meetings and other important information. We provide student planners for every student.

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))

Additional information is made available to parents as needed via: (1) Media, (2) Newsletters, (3) Parent Center, (4) Hall Displays, (5) Marquee, (6) Verbal and Written Communications (7) School Website, (8) School Cast (9) School-Wide Notices (10) Social Media. In the event that a parent requires information in his/her native language, the system-wide EL coordinator can provide written materials in the native language and/or translations of said materials. An EL personnel will be invited to the meeting to translate information given.

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))

Parent-Teacher Compacts are jointly developed with the parents and teachers using the federal guidelines. The effectiveness of the compact is reviewed during the spring meeting with parents and teachers. The compact is updated according to the input given and used the following school year during parent-teacher conferences to remind all involved of the agreement for success. Any notes from the meeting are also written on them and it is signed by the parent.

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

If a specific component of the CIP Plan is not satisfactory to a parent, the parent will submit their comments in writing to the LEA Parent Advisory Council. The council will review and submit in writing, their findings to the CIP committee in order to resolve any differences. If there are further resolutions, the Title I Coordinator will meet with the committee.

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

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

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. G.W. Floyd Elementary School has a parental involvement plan in place. The goal of the faculty and staff is to involve the parents in the decision-making process of the school. Fostering a cooperative spirit between the school and home will improve the education program of our school. G.W. Floyd Elementary School will provide training to parents to assist them in understanding the Every Student Succeeds Act, The Literacy ACT, The Numeric ACT, state content, performance standards, state and local assessments, Title I requirements, and how academic progress is monitored. These trainings will be provided through various meetings with parents, including an annual Open House, PTO meetings, handouts, parent conferences, newsletters, and the Parent Resource Center. The student's progress will be reported through weekly graded papers, regular progress reports, report cards, conferences, notes, and telephone calls. When appropriate, home visits will be utilized to report student progress.

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.

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 Parent Teacher Resource Center and Family Early Literacy Center Materials will be available for parents. The Parent Resource Center will provide pamphlets for parents to show examples of materials available for checkout.

Parents will receive a yearly Elementary Handbook, in which to review school board policies and procedures. The Home Language Survey, Free and Reduced Lunch form, a calendar of important dates and events, Parent Teacher Compact and school rules will be sent home during the first few days of school and to all incoming students afterwards. The parents must complete and return the forms to the school. System-wide materials are made available to parents upon request. Parent training sessions are scheduled throughout the year on such topics as reading, math and writing success, and preparing for state assessments

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.

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. G.W. Floyd Elementary will continue to work with its teachers through in-services, faculty meetings, and grade level, as well as across-grade level meetings in understanding the importance of parental involvement and that parents are our partners in their children's education. G. W. Floyd Elementary has a staff member who works Parent Engagement to coordinate the parent involvement program, communications, events, etc. The LEA employs a paraprofessional/liaison who is available to translate and work with EL parents as needed. The school system also provides a translation service, Language Line. The state provides a translation service, MasterWord.

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.

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. G.W. Floyd Elementary coordinates its parent involvement program for all parents. Yearly activities are planned to encourage parental involvement. The Title I parent liaison includes personnel and materials from the system wide Parent Resource Center at family events, parent training and materials are sent home as needed. The system's EL support through an EL parent liaison/translator is vital to the participation of our Hispanic parents. If available, she will attend the meetings and translate communications between the school and home. The school system also provides a translation service, Language Line. The state provides a translation service, MasterWord. The PreK program is funded through Head Start and is included in many of our school events.

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.

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. Information is available to parents as needed via: Parent meetings, media, newsletters, the school's website, Parent Center, marquee, and verbal and written communications. Yearly activities are planned to support parental involvement. In the event that a parent requires information in his/her native language, the system-wide EL coordinator can provide written materials in the native language and/or translations of said materials.

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))

All schools will send home information in a language that they can understand. The school can call upon translators who can assist the schools so that all parents can have input at their child's school and be involved in this process. No person shall be discriminated against. G.W. Floyd Elementary makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, meetings are held at different times during the day and of the week to allow parents to be as involved as possible. We have a system wide translator who translates written or verbal communications.

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

Coordination of Resources

eProveTM strategies: Goals & Plans

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

- ● **Yes**
- ○ No

Attachment Summary

Attachment Name	Description	Associated Item(s)
ACIP Sign- In sheet		• 1
Coordination of Resources		•
Title I Needs Assessment		•
Updated Coordination of Resources Budget	Budget amended to add Title I carryover.	•