

2019-2020 Title I Schoolwide Diagnostic for ACIP _11042019_11:14

2019-2020 Title I Schoolwide Diagnostic for ACIP

Taylorville Primary School

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2019-2020 Title I Schoolwide Diagnostic for ACIP

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.

2019-2020 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

In the spring of each year, all faculty members complete a Title I needs assessment and CIP reflections. These assessments are reviewed by the leadership team to assess the degree to which implemented strategies have been met. Input was given in the following areas: the strengths and weaknesses of the program, areas needing most assistance, possible services that can be purchased to meet these needs and the type of high quality professional development needed. Utilizing these CIP reflections and questions from our needs assessment completed by the faculty, the leadership team, and parent representatives. We determined strategies to be included in the 2019-2020 CIP Plan. We also used this information to develop our parent involvement plan, professional development, Title I plans and budget requirements for the 2019-2020 school year.

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

The results from the comprehensive needs assessment showed a continued need in the area of math, computer skills, and behavior. In math we are in our fourth year of teaching a school wide math program. First and second grade classes have access to IXL math. Students who fail to make progress will be served and monitored through PST. We have a computer teacher that is teaching basic computer instruction. This should help students use the computer more effectively. Students visit the computer lab once a week. We are in year 3 of our new character education plan called Club TPS that includes a daily Morning Meeting to share and build relationships with students. A points reward system is now in place to reward positive behavior.

3. What conclusions were drawn from the results?

Conclusions drawn from results are that additional remediation will still be needed and interventions will need to be in place. The IXL math program is available to students at no charge. We plan to create a plan to increase the usage of this program at school as well as at home. Math will be the area of focus for our PLC's. We are also using a school wide math program that provides a strong foundation of number sense and rigor for each grade level standard. A team was developed called the "Character Committee". This committee met many times to create a new character education program for TPS. Behavior and character education continues to be a priority based on our surveys.

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

Our data indicated that there is an achievement gap between races and SES. This is consistent with our changes in population over the past four years. We have more minority students and more students from low-income homes.

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

Our goals and needs are based on data which connects to the comprehensive needs assessment. With the behavior concern, our goal is to decrease office referrals by promoting the TPS character education program and implementing morning meetings in every classroom.

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

Teachers use a variety of assessments including formative and summative data to identify strengths and weaknesses of students based on data. Each grade level meets to discuss professional development, students achievement and common formative assessments. Students

that are struggling in any area, are referred to PST committee for plans to be created and interventions to take place.

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

In the area of Math, IXL, will be provided for first and second grade students through our computer lab. Our title I funded para-educator will assist students to ensure IXL is used to the students potential. All students will have student letters that are sent home in the first nine week report cards. This letter will provide the parents their child's user name and password to use IXL at home. Classroom teachers will provide additional iPad time to work on IXL if the students have no access to technology at home. In the area of behavior, part of our Character education plan includes Morning Meeting daily in all classrooms. This is an opportunity to support student social and emotional growth. The Morning Meeting time has already made such a positive difference at TPS. The time set aside daily, provides opportunities for students to build better relationships with their teacher and peers. Students that in in Tier III for behavior or have a behavior goal in their IEP participate in an EARLY morning meeting with several adults. The faculty and staff meets together with these students to provide an additional support system to assist the student in being successful. During the EARLY Morning Meeting, the students exercise, practice breathing exercises, role play and are recognized for improving behavior. Several students in EARLY morning meeting are disadvantaged students. We have Dream Team at TPS. This is where all students from Branscomb, a government housing community where our most disadvantaged students live, stay after school until 4 pm. During Dream Team, we have different activities each month. Some are art/crafts, games, dress up, parties and special events.

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

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

Grade level teachers have 45 minutes each Tuesday to meet as a Professional Learning Community. During this time, teachers develop 15 day challenges that include time set aside to administer common formative assessments and common summative assessments. In addition, this time is used to plan high quality enrichment and intervention activities for all students.

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 are at risk are referred to Problem Solving Team(PST). The PST meets to develop and monitor goals for students who are struggling with academics and/or behavior. Students who

are in tier 3 receives additional support from the reading and math interventionists. Students who are in tier 3 for behavior attends morning meeting, which consist of a group of faculty meetings that provide additional support for students who are struggling. Club TPS meetings are held once a month to build character and to strengthen team building throughout the school. The school counselor provides group lessons, one on one lessons, and class lessons on various topics and as needed.

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

The school has an extended day program that provides early morning and after school services. IXL is used during the after school program and students can receive assistance with their homework after school.

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

All students at Taylorville Primary including those identified as migrant, English Language Learners, economically disadvantaged, special education, neglected and/or delinquent, and homeless, have access to all services and programs available, including free/reduced lunch, Title I services, ESL services, At Risk, and counseling services. Also, we use the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, and limited English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are help without being stigmatized or isolated.

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.

Taylorville Primary has EL Tutors who translate information as needed. When necessary, an EL translator is provided by the school to translate information as well.

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

Taylorville Primary has a total of 68 faculty and staff members. At the end of the 2018-2019 school year, we had two teachers retire, two transferred, and one resignation due to relocating.

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

All teachers are highly qualified. The instructional staff which includes teachers, principals, and paraprofessionals at Taylorville are well trained and assigned based on their strengths and the needs of students. Teacher are assigned to grade levels according to certification, experience, and training. Five teachers are Nationally Board Certified.

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)?

Every year district representatives attend job fairs in areas of Alabama and in neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teacher to our district. Prospective teachers are given information about our school system and some are offered letters of intent. Taylorville Primary also hosts numerous student teachers and other students pursuing a degree in the field of education from surrounding colleges and universities. Several of our teachers are clinical master teachers and have earned a distinction in their ability to offer feedback to student teachers. We are also proud to host high school students

who are members of the Future Teachers of America club at their school. We believe that these relationships with prospective teacher candidates build our application pool. Applications are requested district-wide when there are job openings. This allows Taylorville Primary the ability to choose teachers that are highly qualified. The decision of hiring highly-qualified staff is made at the local school. Principals are required to have the knowledge of teacher teacher's highly qualified status and the area in which the teacher is highly qualified to teach. All teaching assignments are made using this information. New teachers are mentored at the district and school level. All teachers are required to participate in professional development activities provided by the school and school district. Title I school staff and administrators determine personnel needs that require Title I funds.

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

As a result of needs assessments, it was determined that additional professional development was needed in the area of mathematics and rigor. In order to meet these needs, one of the goals for the new school year is to strengthen the professional learning community process. Professional development will be provided on the professional learning community process. In addition, selected teachers and administrators will be able to attend workshops on motivation and building character (Ron Clark Academy) and mathematics strategies and best practices (Get Your Teach On).

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

The following high quality effective and research-based professional development are included in our school-wide plan: Ron Clark Academy, Get Your Teach on Conference, or Professional Learning Community Conferences.

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 Tuscaloosa County Board of Education provides training for new teachers in the system. Teacher meet monthly for professional development. All first year teachers are assigned a mentor. This pair meets weekly to provide support. New teachers work closely with grade level members to plan. New teachers are also supported by our instructional coach.

12. Describe how all professional development is "sustained and ongoing."

Professional development activities are planned and implemented throughout the school year. We have build in professional development days in our school calendar. We also offer professional development as needed provided by our instructional partner/ administrators or teacher leaders. Our instructional partner also provides follow-up support for implementation. Theaters provide their grade level members with turnaround training following professional development received outside of the school from sources. Teachers have common planning time for collaboration. Teachers create their Professional Learning Plan for the district, this allows them the opportunity to enhance their personal professional learning throughout the year.

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.

Taylorville Primary has 4 PreK units. The PreK units prepare students for kindergarten and transitioning to kindergarten. In addition, Taylorville provided a JumpStart program this summer to prepare students for Kindergarten. Our second graders visit our feeder school for a transitioning tour to prepare them for third 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)

Our parent involvement plan allows us to address students of all populations and disabilities. Child Find is utilized to identify students of need. The PST team meets to ensure that these students are receiving the appropriate supports. An EL teacher provides additional assistance to English Language Learners as needed. Plans are put in place for each student,

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?

Taylorville Primary is a PreK-2nd grade school. Therefore, for the 2018-2019 school year, the school wasn't required to administer an annual state assessment. However, the schoolwide program is evaluated regularly through observations, instructional rounds, and surveys. Common formative assessments and common summative assessments are administered to determine students' growth. Grade level professional learning communities provide teachers with ample opportunities to share and discuss strategies and resources. DIBELS and Star are used as indicators as well.

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?

Students who are farthest behind receives additional instruction. Our reading interventionists and math interventionist provides additional support for students who need tier 3 instruction. In addition, through our professional learning communities, additional support is provided for all students. Students who struggle to master a particular standard or learning target receives additional support for the grade level teacher who may best meet the needs of the strugglers. Results from the unit assessments and formative assessments are used to determine if the students who are furthest behind are making significant progress.

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?

Goals, action steps, and strategies are revisited and revised yearly. All areas of the plan is reviewed and reflections are discussed to determine if the strategies and action steps were effective. If goals were not met, strategies and actions may be revised. Goals may be modified based upon the current needs of the school.

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.

State funds provide the school with teacher units, a counselor, media specialist, speech pathologist, and administrators which are essential for student learning. Federal funds allow us to decrease class sizes and enhance classroom opportunities, so students receive optimal instructional opportunities. State and federal funds provide professional development opportunities which improves teachers knowledge of research based strategies and tools. Data from common formative and common summative assessments is analyzed monthly, especially during allocated time for professional learning communities.

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).

We coordinate and integrate all programs and services according to federal, state, and local policies, procedures, and guidelines. Some of these programs and services include; system-wide ant bullying plan(BRAVE), extended day program, Erin's Law, Jason Flatt Act, and Red Ribbon Week. Homeless students are resourced using the McKinney Vento Program which identifies students that are homeless and at risk.

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



Signature Page

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.

- YES**
- NO
- N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

- YES**
- NO
- N/A

Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

During the beginning of the new school year our school holds its annual meeting for all parents of participating children. Parents are notified of the meeting through notices sent home by students, school newsletters from the office, and on the school website. Topics to be discussed are: Continuous Improvement Plan, College and Career Ready standards, Title I program and participation, its services, and parent's rights, Parent Involvement Section of the CIP, parent resource tools, parent surveys, Title I budgets, and the Parent/Student Compact. The leadership and staff of Taylorville Primary 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. Two parents were chosen to serve as representatives on the CIP committee and are active participants in the development of this plan. All parents are given the opportunity to review the plan and submit suggestions before its final approval. Parents are given surveys to seek their input on activities, training, and materials that the school should offer to parents for the next school year. Taylorville Primary School uses its parental involvement funds as follows: purchase binders, school supplies for children of poverty, paper for newsletters, and materials for parent night.

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.

Our annual literacy night was held on September 10th where instructional strategies were reviewed by their classroom teacher. A morning session was also offered on September 13th at 9:00 AM. Other meetings include: Parent meetings, and Title I committee meetings. We are now implementing parent/ student projects including on where families are decorating a pumpkin together and the top 10 pumpkins for each grade level will be recognized. Also, there is a math fair where students and parents collaboratively design a math display board.

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).

Our school has two parents on the Title I committee who were active participants in the development of the plan. Parents have input on developing our parent involvement plan, and the Parent/Student Compact. Results of the surveys are reviewed by the parent representatives and Title I Committee to determine needed changes. During planning sessions, the budget for allocated funds for parent involvement is discussed.

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

Funds are used to prepare information for binders that provide daily communication between home and the school. We also used funds to assist with our math fair, which is a parent-child project. Display boards will be purchased for families as needed.

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 our annual meeting of parents at the beginning of the school year, Taylorville Primary School will hold a general meeting where information is presented about its Title I programs, the curriculum, and forms of academic assessment used. Parents will learn about the following

subjects taught: reading, math, science, social studies, PE and art. They will also learn about ways to schedule parent/teacher conferences and how they can participate in decisions related to the education of their child. Teachers review the School-Parent Compact with all parents. Upon conclusion of the general session teachers will provide additional information on the subjects they teach and how students are individually assessed. Parent/Student information guides are distributed to all students in the Tuscaloosa County School System. The guides are currently available in English and Spanish. Translators in multiple languages are available through the ELS Program Office for parent/teacher conferences, Open Houses, and other needs that may arise.

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))

Parents are given a copy of the school-parent compact at the beginning of the school year. Parents are asked to sign the compacts signifying their commitment to working in partnership with the school and child ensuring that their child is successful in school. The compacts will be discussed at the parent/literacy night. This compact is updated annually.

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

The Title I Parents' Advisory Committee meets at least 4 times periodically throughout the year to review the CIP, voice concerns, and offer suggestions for improvement. In May of each year, Taylorville Primary School brings its CIP Committee together to review evaluate, and revise its CIP. The parents on the committee are notified of the review. Parents are also provided with a parent survey in the spring. These surveys are used to plan for the following school year.

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.

Taylorville Primary School will accomplish much of this through its annual meeting held at the beginning of the school year. At that time parents will receive an overview of the College and Career Ready 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 child's explanation. Following the general session, parents will be invited to their child's classroom to learn about individual class assessments and what their role will be in helping their child succeed. Parents received a copy of the Parent Information Guide, Parental Involvement Plan and the Title I School-Parent Compact. Informational parent meetings will be held each semester for parents to learn how to better help their child at home. We use information from Parent Surveys to determine topics that are offered during our parent nights. The results from the Spring 2019 survey indicated that parents want to learn more about reading and math.

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.

Taylorville's CIP committee and school counselor work diligently to ensure that parents' materials and training is closely aligned with our school's identified goals. Specific topics for parent workshops will include reading with your child, creating a home learning environment, we will host a math fair, informing parents about Club TPS and working as a partner with your child's teachers. Parents will have the opportunity to choose several areas. During our grade level PLC meetings, teachers discuss ways to communicate and work with parents. Many teachers use a class Facebook page or Remind to communicate with parents beyond the take home binder. As a school, we have a TPS Facebook page, twitter, a parent Remind and our school website.

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.

Taylorville Primary 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. Teachers will offer flexible options for parent conferences. Teachers will communicate with parents via newsletters, communication binders, Remind, etc. Several opportunities for parents to volunteer will be offered throughout the year. Grandparents Day and American Education Week are also opportunities to have parents visit with their student's teacher.

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.

Taylorville Primary 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. Teacher will offer parents flexible options for parent conferences. Teachers will communicate with parents via Newsletters, communication binders, remind 101 etc. Several opportunities for parents to volunteer and attend field trips will be offered throughout the year.

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.

Taylorville Primary School is prepared to provide services, forms, and materials in various languages if needed. Transact (software program) that interprets materials is available at the County Board of Education. The Tuscaloosa County Board of Education intranet website has forms available for parents in their native languages. The Tuscaloosa County Parent/Student Informational Guide is available in Spanish. We also have access to translators for our ESL parents. The Tuscaloosa County Schools also offers a Welcome Center at the central office to help assist parents.

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))

Taylorville Primary is prepared to provide service, forms, and materials in various languages if needed. Transact (software program) that interprets material is available at the County Board of Education. The Tuscaloosa County Board of Education intranet website has forms available for parents in their native language. The Tuscaloosa County Parent/ Student Informational Guide is available in Spanish. We also have access to translators for our our ESL parents. Tuscaloosa County Schools also offers a Welcome Center at the central office to help assist parents.

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



 [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)
 Budget		•
 Signature Page	This file includes the signature page for the leadership team.	• 1