



Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

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Dean Road Elementary School
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Instructions

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

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **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?

The comprehensive needs assessment was conducted using assessment data, classroom data, behavior data, and survey data. Assessment data from STAR benchmark assessments was analyzed to determine strengths and areas of need. Classroom data was also compared with STAR and STAR CBM data to determine curriculum needs for the upcoming school year. All stakeholders participated in surveys. Behavior data from suspensions, office referrals and behavior Response to Intervention were considered. The results were analyzed to determine school-wide strengths and areas of need.

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

The comprehensive needs assessment revealed several pieces of data. Based on STAR Early Literacy and STAR Reading, 72% of DRES students were at or above grade level at the end of the year. According to STAR Math, 81% of our students were at or above grade level by the end of the year. Our ACAP data shows a 77% proficiency in Reading and a 61% proficiency in Math. The results from our faculty and staff survey include the highest areas being that our school's purpose statement is clearly focused on student success, and that our school provides sufficient material resources to meet student needs. The lowest area from our faculty and staff survey was a feeling of having a formal process in place to support new staff members in their professional practice. The results of the family survey included the highest areas of feeling welcome at my child's school and understanding my child's report cards and test scores. The lowest area was knowing how to be involved in school planning/review committees.

3. What conclusions were drawn from the results?

Because reading is an area that shows growth on ACAP but could be higher on STAR, we will continue to utilize the Heggerty phonological awareness activities and phonics word study daily in tier one instruction. We will participate in a year-long writing PD, which will hopefully help teachers incorporate more authentic writing opportunities within our ELA block. Teachers will continue to participate in LETRS training and use the knowledge gained from this professional development. Teachers will continue to use Number Talks to begin Math instruction to help build number sense among our students. Because parents indicated that they do feel welcome at school, but do not feel do not know how to be involved in school planning/review committees, our Title I teacher will hold at least one meeting in which parents can give feedback about school planning to voice their opinions. Because the faculty and staff indicated our lowest area was having a formal process in place to support new staff members, we will utilize the state's formal mentoring program for all new teachers. For teachers who are new to DRES, but not new to

teaching, we have developed a task force of teachers to support them in their first year at Dean Road. This year our school will continue its Multicultural Family Night in order to teach our students about different cultures. We will continue to involve stakeholders to support student learning. As instruction is adjusted to meet the needs of individual students, teachers will communicate progress and adjustments to families.

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

Multiple pieces of information were concluded as a result of analyzing perception, student achievement, school programs/ process, and demographic data. The following pieces of information were concluded: new pacing guides developed in the summer of 2022 will be utilized and continually evaluated, teachers will participate in professional development to enhance classroom instruction and interventions, the Benchmark reading series will be used this year, Comprehension Toolkit will continue to be utilized in first grade and will be aligned with new English/ Language Arts standards and the Benchmark reading series, and parent and family communication will continue using the Seesaw app, email, phone calls, and parent conferences.

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

Initiatives were established in our school's strategic plan based on data from the needs assessment. Teams prioritized each initiative and assigned initiatives and assigned initiatives to the upcoming year that had the most priority. The goals set for this year in our school's strategic plan are foundational to future success. In addition, our school added a goal for diversity and inclusion to align with our school system's goal for diversity and inclusion.

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

The strategic planning process took place over four months and began with analysis of assessment data, classroom data, and climate and culture survey data. Each team met weekly during the process to ensure that goals were based upon strengths and needs as determined through data.

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

School-wide goals address academic and behavioral needs of all students. Special recognition for children who are disadvantaged is addressed through our school's Response to Intervention process and/ or our counseling program. Our school's RtI team assesses data monthly to determine students who are in need of additional support and intervention, either in an academic area or through behavior

intervention. Our school counselor provides small groups for students who need social-emotional support.

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.

Dean Road Elementary uses a variety of instructional strategies and methods to strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. All classes utilize the Benchmark reading series during their literacy block. Components include phonics workshop and reader's workshop. Phonics instruction is explicit and multi-sensory. The progression is research-based and systematic. Reader's workshop focuses on literary and nonfiction comprehension skills during shared reading, interactive read alouds, and small group instruction. All Dean Road classes use the Heggerty program for phonological and phonemic awareness skills. All classes also have kits for Handwriting without Tears for handwriting instruction. All teachers will participate in Patty McGee's writing workshops this year, and we will implement the Benchmark Writing curriculum in the 24-25 school year. Many teachers were formally trained on Comprehension Toolkit in the past two years, and we will continue to use that approach to build reading comprehension skills. Mathematics instruction is hands-on throughout the school. Teachers use AMSTI math kits, Investigations, and the Envision Math series as students explore mathematical concepts through manipulatives, math games, and problem solving. All classes have implemented Number Talks to deepen students' understanding of counting, one-to-one correspondence, and addition and subtraction strategies. AMSTI kits and StemScope kits are used for Science instruction. Technology and research are often utilized for Social Studies.

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.)

Dean Road Elementary is committed to meeting students' needs in order to educate the whole child. Our school counselor provides instruction to all students. She meets with classes every other week. Our counselor also facilitates small groups based on student needs. Examples include Dealing with Divorce, Building Confidence, Managing Anger, and Social Skills. School-wide assemblies build community within our school and reiterate our positive character traits to students. All students are expected to make a year's worth of growth according to assessment data. This begins with high-quality tier 1 instruction that aligns with state standards. Response to Intervention (RtI) data meetings are held monthly to discuss students' progress and individual needs. Research-based, systematic interventions are utilized for students who need tier 2 and tier 3 intervention.

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.**

Dean Road's after school program provides daily homework help for students involved in the program. Our city has a local organization, Esperanza House, that provides free tutoring for some of our students who are English Learners. Dean Road also collaborates with the Boys and Girls Club. This program targets our at-risk population, and is an after school care facility. Resources are provided to offer support and reinforcement of skills. With the implementation of the Alabama Literacy Act last year, our school implemented on-site after school small group tutoring four afternoons a week. Our school system held Summer Reading camp during June 2024 in compliance with the Alabama Literacy Act. This year our school will address further options for opportunities to support and reinforce academic skills with needed students beyond the regular school day.

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.

We have special education teachers at every grade level, who work with paraprofessionals to target special education needs. Our Title One teacher and instructional coach assist homeroom teachers in addressing challenges of at-risk students by providing extra instructional time. Our ESL teacher provides support to English Language Learners, their parents, and their teachers. Our counselor provides resources including weekend food bags for students and families who need them. If neglect is suspected, the principal and counselor work closely with the student and DHR to ensure student needs are met.

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.

During Individualized Educational Language Plan (IELP) meetings, classroom grades and standardized test results are discussed with parent(s). A liaison is present to help explain the reports and how the ESL teacher uses the information to guide instruction. Translation tools are also used to convert documents when necessary. New assessments or changes in the assessment program are also discussed. Teachers work with our ESL teacher to ensure that all school communication is in a language that parents can understand. Paper and electronic notices are sent home in the parents' native language as needed. ESL teachers work with liaisons and classroom teachers to assist with Parent/ Teacher conference days. The Parent/ Teacher conference provides an opportunity for parent(s) to gain a better understanding of our assessments and how teachers use the data for teaching and learning.

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

Our school's teacher turnover rate for this school year is LOW! :) We only replaced our school counselor and hired an additional special education teacher.

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

Our staff has years of service ranging from 0 to 28 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.

Dean Road teachers participate in data analysis and Quality Assurance Review led by our school's Instructional Coach. STAR, Benchmark Assessment System, STAR CBM, and classroom data are analyzed. This data was used to determine professional development needs in our school's strategic plan. Following professional development, teachers provide feedback to our Instructional Coach and administrators to assess effectiveness. All professional development sessions are research based.

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

The Assistant Superintendent for our school system organizes Professional Learning Communities each year. These are open to all teachers and administrators. Professional development opportunities for faculty and staff are also provided through the East Alabama Regional Inservice Center. Other professional development opportunities for our principals are the Key Leaders Network, Multi-generational issues and coaching, ELEOT professional development, and data meetings. Special education teachers, paraprofessionals, and select teachers participate in Managing Crisis professional development annually. Our teachers are participating in a variety of professional development opportunities this year, including Benchmark Writing training with Patty McGee, Alabama Reading Initiative training, and LETRS (Language Essentials for Teachers of Reading and Spelling) training. Our reading specialists are formally trained in Phonics First as of this year.

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.

All new teachers are provided with a grade-level mentor. The mentor is required to check in weekly at a minimum and provide feedback to the teacher and our school system monthly. First-year teachers and their mentors choose a goal to work on each month. First-year teachers also attend SWIM meetings monthly to gather with other first-year teachers from the school system and learn from veteran teachers. Our Instructional Coach serves as a mentor to all teachers as needed. She models lessons in classrooms and attends classroom visits with new teachers.

12. Describe how all professional development is “sustained and ongoing.” Professional development dates and times are planned at the beginning of the school year, and sessions are conducted at least twice a month. Subsequent professional development sessions build upon previous sessions. Teacher feedback from professional development guides decisions.

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.

Dean Road Elementary serves students in grades kindergarten through second. Teachers ensure that cumulative folders are up-to-date with information to assist with the transition to the next grade level. Teachers are also available to confer with one another as needed about students who are still learning within our building. For students transitioning to third grade, an end-of-year joint meeting is held with representatives from our third through fifth grade sister school. At this meeting, third grade teachers, school administrators, instructional coach, Title One teacher, special education teacher, and counselor are present. Any individual student

concerns are discussed to provide students with the smoothest transition possible to their new school.

14. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

(N/A for Elementary Schools)

N/A

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

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

Dean Road Elementary conducts data meetings to analyze the data and drive instruction accordingly. Data from STAR, CBM, ACAP, Edmentum, and PowerSchools assessments are analyzed. Data from all assessments is disaggregated and compared.

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?

Dean Road Elementary progress monitors students frequently to ensure that instruction is effective. We hold Response to Intervention meetings with all faculty members to assess effectiveness of interventions and enrichment, and adjust as necessary.

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?

Dean Road Elementary consistently adjusts in areas of focus when data or stakeholder input suggest that we are not meeting our goals. The school follows the Response to Intervention process as outlined in our school system's RtI handbook. The plan is evaluated through Response to Intervention team meetings.

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.

Our school wide goals are created with Title One and Title Three programs kept in consideration. Local funds also supplement our ability to accomplish school 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).

Dean Road Elementary participates in the Backpack program for students who receive free and reduced lunch. This provides families with food over the weekend when they do not have access to school nutrition. Dean Road also partners with Boys and Girls Club and Esperanza House to ensure students are receiving the after school care and academic support they need. Throughout instruction, teachers help students set personal and academic goals.

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

This year the Annual Title One meeting will be in person in conjunction with our curriculum night meeting on Thursday, August 15th at 6:00pm. Follow-up phone conferences, emails, and other forms of communication will be offered for those who have additional questions. The school's participation in Title One is included in the meeting presentation, as well as how we use Title One funds. Parent engagement opportunities and expectations are discussed in the meeting presentation.

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.

This school year, all parent meetings will be held in person at various times in the day. This ensures that parents have the opportunity to attend at least one event around their work schedule.

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 have the opportunity to provide feedback regarding the Title One program immediately following the Annual Title One meeting. All parents are invited to review the Annual Continuous Improvement Plan each year and provide feedback. Parents also complete surveys each year that evaluate the school's Title One Program. The survey link is sent to all parents in multiple formats—class note, emailed, classroom Seesaw pages, and in classroom newsletters. Survey data and feedback from parents are used in the development of the Annual Continuous Improvement Plan.

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

Funds allocated for parent involvement are used to send home resources to parents. Resources include at-home activities, books, math games, and additional skill practice. Funds are also used for our Family Engagement Nights. This year Dean Road will host a Family Multicultural Event and Art Walk in March. Families will be invited to share about their home countries and cultures. Students will learn more about other cultures and then tour the school where multicultural art will be on

display. Dean Road will also have a STEAM night in which DRES partners with AHS and students are able to participate in hands-on science, technology, engineering, arts, and math activities. All families who attend these special events will receive at-home resources. Title One funds will be used to support both our Family Nights. Parent learning sessions are held throughout the year as well. We will hold at least two "Lunch and Learn" sessions where parents can come and learn strategies to help them read and do math with their children. Parents will be able to walk away with strategies and materials to support at-home practice.

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))

Daily folders are sent home. Notes, phone calls, and conferences are held to help inform parents of their child's academic expectations and progress. After our RtI meetings each month, parents of students who are served in Tiers 2 or 3 are sent notices of their progress and our next steps. Notes and e-notes are offered in multiple languages to accommodate ESL parents. The district also provides parent liaisons to support ESL parents.

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))

Conferences are held several times per year with parents. The School-Parent Compact is signed by the teacher, student, and guardian, and it outlines the partnership among all stakeholders. Each stakeholder makes a pledge to give 100% effort to help the student signing the School-Parent Compact. The Title One teacher, as well as the classroom teacher, conferences with the student throughout the year to discuss what academic goals to focus on to make progress, and celebrate any achievements made by the student as he/she progresses towards their goals. The School-Parent Compact is reviewed annually to make revisions for the next year.

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

Several parent surveys are distributed during the school year. The Continuous Improvement Plan is available to be reviewed at any time by the parents. It is housed in multiple locations in our school building, and it is on the school's Title One website. Parents can share feedback with the Title One teacher at any time during the school year. Progress reports are sent home with each Title One student

quarterly. Nightly folders are sent home for a parent signature. All Auburn City Schools parents are required to read the Parental Engagement Policy.

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.

Computer assistance was offered to parents that needed help completing on-line registration and lunch forms. A backpack program was implemented six years ago for needy students. This program will continue this year. Weekend and holiday bags are offered with reading materials and are distributed for families upon request. All students who receive daily Title One services receive resources for practice and reinforcement. Demonstration lessons are given during parent conferences with the Title One teacher.

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.

Dean Road Elementary administrators and leadership team will continue to work with teachers through in-service meetings, faculty meetings and grade level meetings in understanding the importance of parental involvement and appreciating the fact that our parents are our partners. The Dean Road faculty and support team all recognize the vital role parents play in their child's education. Dean Road Elementary strives to encourage all parents to participate by extending

invitations to all school-wide events and providing workshops to parents on important educational issues.

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

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Parents are invited to participate in school-wide and classroom events. Written notes, emails, phone calls, the Dean Road Facebook page, and the PTO Facebook page are used to communicate family needs for each event. Parent-Teacher conferences are held frequently and provide excellent opportunities for all parents to discuss student academic performance and achievements. At the annual Title One meeting, the Title One teacher emphasizes that she is a resource available to all parents and is available for conferences, sending home resources, or to answer any questions parents may have.

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

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

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

The ESL teacher translates the teacher's notes and notices to the child's first language when needed. Conferences are held on an as-needed basis. Parent surveys showed that parents feel comfortable enough to ask for assistance when needed. Communication is vital to ensure that the parents/ guardians and teachers work together for a team partnership. An Auburn City Schools Parent Liaison

provides communication and outreach opportunities for ESL and immigrant families to build relationships, bridge the communication and cultural gap, and provide assistance with tasks and activities associated with merging in a new culture. Information on all school meetings and parent nights is sent in student's native language as needed. Our school uses Seesaw, email, and class newsletters to communicate about upcoming school programs and meetings, and the information can be translated into other languages using the app or on the website. Communication is all sent to all children through the phone networking system. Home visits are made when needed.

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.

Dean Road Elementary School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Dean Road Elementary will use information from parent surveys to plan for upcoming parent meetings and parent workshops.

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))

Dean Road Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Dean Road Elementary has several students whose first language is something other than English as indicated on the Home Language Survey. School notifications are sent to parents in their native languages. In addition, we have an ESL teacher who is available to assist in communications with parents. Auburn City Schools also has Parent Liaisons who are available for assistance if needed. In addition, parents are provided with information about support groups that help parents whose primary language is not English. Dean Road Elementary is a handicapped accessible building.

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 24-25



Coordination of Resources PDF





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)
 24-25 Strategies Map	Strategy Map	•
 Coordination of Resources 24-25		•
 Coordination of Resources PDF		•
 Signature Page		• 1