



2021-2022 Title I Schoolwide Diagnostic for ACIP\_09292021\_11:03

Title I Schoolwide Diagnostic for ACIP

**Dean Road Elementary School**  
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## Table of Contents

Instructions	3
Title I Schoolwide Diagnostic for ACIP	4
ACIP Assurances	12
Parent and Family Engagement	13
Coordination of Resources - Comprehensive Budget	19
eProve™ strategies: Goals & Plans	20
Attachment Summary	21

## Instructions

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

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

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

## Title I Schoolwide Diagnostic for ACIP

### 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 Easy 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 schoolwide strengths and areas of need.

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

The comprehensive needs assessment indicated the following areas of academic need: phonological awareness (specifically isolating medial sounds), distinguishing between long and short vowels, key ideas and details in informational text, author's purpose, data analysis, and geometry. Behavior data indicated a need for professional development on behavior data tracking and selecting specific behavior interventions. Survey data indicated the following areas of need: teaching and assessing for learning, governance and leadership, knowing how to be a part of planning/ review committees.

#### 3. What conclusions were drawn from the results?

Because phonological awareness is a need, teachers will continue to implement Heggerty phonological awareness activities during tier one instruction and tier two intervention as needed. Systematic, research-based phonics programs with an emphasis on phonological awareness will be utilized for intervention. Geometry and data analysis standards will be integrated across content areas and throughout the math block. Behavior professional development took place on our teacher work day to address behavior data tracking and selecting individual behavior interventions for students. The Response to Intervention team will address the needs of teaching and assessing for learning. Our school leadership team will address the need of governance and leadership, as well as knowing how to be part of planning/ review committees.

#### 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 variety

of school experiences (in-person, virtual, homeschool) for our students during the 2020-2021 school year were considered. The following pieces of information were concluded: revised pacing guides need to be continually evaluated, teachers will participate in professional development to enhance classroom instruction and interventions, the Comprehension Toolkit program will be piloted in first grade this year, and committees will continue to be utilized to improve our school's governance and leadership.

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.

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?

Schoolwide 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))

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 Daily Five framework during their literacy block. Students participate in Read to Self, Read to Someone, Word Work, Work on Writing, and Listen to Reading while the classroom teacher works with small groups. All classes use the Heggerty program for phonological and phonemic awareness skills. All classes also use guided reading instruction during small group reading. Teachers assess students using the Fountas and Pinnell Benchmark Assessment System to determine each student's instructional reading level. Guided reading instruction is then provided at this level and focuses on phonics, sight words, accuracy, fluency, and comprehension. Kindergarten classes use Sounds Sensible to teach letters and sounds. First and second grade classes have word study daily to explore phonics patterns and apply them in writing. This year, first grade classes are piloting Comprehension Toolkit 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 on Mindset 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 Camp Council meetings 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 at the Auburn Public Library for students who are English Learners. The tutoring is twice a week. Our school's Title One program sends resources with the students who attend Esperanza House after school tutoring. 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 a virtual Saturday school January-February. Our school system held Summer Reading camp during June 2021 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 23%.

7. What is the experience level of key teaching and learning personnel?  
Our staff has years of service ranging from 0 to 26 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)?

Turnover rates are monitored annually. Exit surveys are conducted on each employee that leaves the district. As a result, feedback gained from the survey provides an opportunity to correct any deficits.

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

Dean Road teachers participate in data analysis led by our school's Instructional Coach. STAR, Benchmark Assessment System, Easy 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. Other professional development opportunities for our principals are the Key Leaders Network, Multi-generational issues and coaching, elect 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 Alabama Math, Science, and Technology Initiative training, Alabama Reading Initiative training, and LETRS (Language Essentials for Teachers of Reading and Spelling) training.

11. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

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. In addition, the HAPIE (Helping Auburn Preschoolers – Intervening Early) preschool program is housed in our school building.

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, Easy CBM, and PowerSchools assessments are analyzed. In addition classroom data from the Benchmark Assessment System and checklists are analyzed, and 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))

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. We use instruction on Mindset to 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

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ACIP Assurances

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))

This year the Title One teacher created a video of the Annual Title One meeting and sent it to parents and families on September 28th. Follow-up phone conferences, emails, and other forms of communication were offered for those who had additional questions. Several parents reached out through Seesaw, our school's communication tool, to request more information regarding the Title One program, as well as to request resources. The Title One teacher followed up with phone conferences with these parents, as well as by sending home resources with the students. The school's participation in Title One was discussed in the meeting presentation, as well as how we use Title One funds. Parent engagement opportunities and expectations were 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 or virtually. This ensures that all parents have the option to choose the meeting format that is best 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 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 have Literacy and Math Family Nights with virtual options. At Literacy and Math Night, students and their families will participate in activities including writing, reading, word building, measurement, geometry, and counting. All families who attend will receive at-home resources. Dean Road Elementary will also host a Family Multicultural event in the spring. Title One funds will be used to support this event and support families as we explore the various cultures represented within our school building. Parent learning sessions are held throughout the year as well. The Title One teacher releases a monthly video called Title Tuesday that answers specific parent questions. This spring a parent session on Everyday Adventures in Reading and Math will be held. This parent session will provide materials for everyday activities parents can do to support reading and math at home.

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. The Title One teacher had an initial phone contact with parents of all students who are served daily through the Title One program. The purpose of this phone contact was to explain services and answer any questions from parents. 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, a 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))

Parent meetings are held for review of the Continuous Improvement Plan. In addition, 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 four 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 emphasized 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 [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**

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 DRES Coordination of Resources

## eProve™ strategies: Goals & Plans

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

- Yes
- No

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Assurances		<ul style="list-style-type: none"> <li>• 1</li> </ul>
 DRES Coordination of Resources		<ul style="list-style-type: none"> <li>•</li> </ul>
 DRES Parent Engagement Plan		<ul style="list-style-type: none"> <li>•</li> </ul>
 DRES School-Parent Compact		<ul style="list-style-type: none"> <li>•</li> </ul>
 DRES Strategic Plan		<ul style="list-style-type: none"> <li>•</li> </ul>
 DRES Title I Needs Assessment		<ul style="list-style-type: none"> <li>•</li> </ul>