



Title I Schoolwide Diagnostic for ACIP 2021-2022

Title I Schoolwide Diagnostic for ACIP

Opp Middle School
Sharon Spurlin
303 East Stewart Avenue
Opp, Alabama, 36467
United States of America

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Instructions

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

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

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

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

In August of the 2021-2022 school year, the CIP (Continuous Improvement Plan) committee reviewed the previous year CIP. The team members engaged in a discussion about the purpose of the CIP and were then given a copy of the plan. Afterwards, the team members were made privy to the school's data and how the need to roll our goals over and update the strategies would be productive due to the unfinished learning and the pandemic. The committee used guidelines from Advance Ed, Alabama State Department of Education, ESSA, Title I and local goals to begin assessing and planning. The team then provided input as to which components have been successfully fulfilled and need to be deleted for the upcoming plan; and which items that have been mastered, but require monitoring. The team also offered suggestions and strategies on budgeting, student achievement, parental involvement, and professional development for the staff. Progression towards our goals will be monitored throughout the year. Our staff will collaboratively participate in the comprehensive needs assessment during our regular RTI/Data and faculty meetings during the 2021-2022 school year. Data reports will be accessed either electronically or hard copies from ACAP, PowerSchool, I-ready, SIR, Unit/Semester Tests, and STAR to identify achievement gaps. The data will be used to prioritize the areas of greatest need and develop initial goals, strategies and activities. Data concerning demographics, achievement, and curriculum were reviewed by all involved in the needs assessment process to look for connections/themes. Additional input was sought regarding areas of need by analyzing student, parent, staff, and counselor surveys. All the for-mentioned factors helped us determine our areas of strengths and weaknesses for our school's Continuous Improvement Plan. Our 2021-2022 CIP was updated to reflect the needed changes shown by assessment results, surveys, and self-evaluations.

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

We used several different sources of information to complete our needs assessment: surveys, summative data, diagnostic tests, attendance, RTI data, and summer school data. These results showed that our males scored lower on summative assessments as compared to our females. According to our summative data math scores across all grade levels are lower than reading scores. Our students feel that they do not spend a lot of time working on real life problems and with small groups. After looking at the data concerning behavior, it was determined that

we have more males that are in need of summer school and tier 3 instruction. We also determined that less males receive attendance awards.

3. What conclusions were drawn from the results?

After looking at our results from the comprehensive needs assessment, the CIP team determined that we need to focus on providing more active, personalized learning opportunities to support the individualized needs of students, increase stakeholder effectiveness, and develop a more positive school culture.

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

Perception: The OMS student surveys conducted suggests that 80% of our students feel that their teachers are caring, consistent, and that they treat students fairly. An overwhelming majority, about 82% of our student population receives encouragement and praise from their teachers. The survey data revealed that 26% of our students do not feel safe at school. In contrast, about 68% feel that school is comfortable and normal. A vast majority of students about 95% described their interactions with the principals as supportive/respectful/helpful, and that the principals know who they are. Almost 69% of our students say that they understand what they learn in reading and 49% say the same for math. Surveys also indicated that our students needed to have advocates in the school other than their classroom teacher. Demographics: Opp Middle School educates around 400 students a year from our community, and 59% of these students at Opp Middle School receive free or reduced lunch. Our White students' represent 76% of our population, our Black students represent 20% of our population, and our Asian, Hispanic, and Mexican students represent 4% of our population. English is the primary language spoken at OMS. Our total enrollment is slightly higher than last year.

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

Our data helped us to develop and prioritize our goals. To support our student's needs we will; 1. Provide more active, personalized, learning opportunities to support individual student needs- based on academic data that shows a gap between at risk students and their peers. 2. Develop activities to increase stakeholder effectiveness. and 3. Develop a more positive school environment.

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

The CIP committee was presented with data from multiple sources to analyze and discuss areas of strengths and weaknesses. The data was accumulated from:

PowerSchool Assessments, i-Ready reports, survey results, nine week exams, teacher observations and tests, attendance information, RTI data, and counseling summaries . The needs from all this data supports that OMS needs to focus on producing students who are proficient in reading and math. Data from the counselor, parents, and teachers show that we need to goals to support the social and emotional needs of our students which will in turn support our academic goals.

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

The needs of all students are considered when creating Title I and Continuous Improvement goals. Staff holds high expectations and strongly believes that all our students can and will meet the learning targets. Because many of our goals focus on the individual learner the entire population's needs are addressed. For example, students have an individual learning path based on their strengths and weakness in reading and math. They are provided 45 minutes in both math and reading each week to address those needs. Part time and full time teachers work with groups of students to close the learning gaps as well. A software program is also available through our counselor if they have specific mental/social needs. This program is ran concurrently with the support of the counselor. Our Greek House Advisory Team is trained to support the needs of all our students. This program is designed to help our entire student body with their social and emotional growth. We are mindful when scheduling meeting times for our working parents. We also offer information through our FB page, letters home, and through posting recorded meetings for those that can't attend due to various reasons.

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.

To strengthen the academic program and increase the amount and quality of learning time at OMS, teachers have focused on teaching across the curriculum. Using data from iReady and unit tests, concepts will be identified and plans will be created to teach reading and math standards in all grade level classes. Individual reading and math teachers will use assessments to reteach standards as needed. Math teachers will participate in training with AMSTI coaches to enhance their academic program. Full time and part time intervention teachers will be hired to provide support to students who have had significant learning loss. Selected teachers will receive EL training form the state and will bring back the information and turn it around to the rest of the staff. . Administration and staff will participate

in walk-throughs to monitor each classroom to ensure implementation of strategies and teaching of grade level standards. To enrich and accelerate the curriculum at OMS, our students are offered several options. For example, the students who qualify are offered gifted services. All seventh grade students will participate in a STEM class. Our eighth grade students participate in a career class. We offer beginner and intermediate band at OMS. Our 7th and 8th graders are offered to participate in marching band. Participation in several athletic teams are also available to our students. All students take an iReady diagnostic at the beginning of the year. The program creates an individualized learning path for every student. This allows for those students to be challenged or will take them to a lower level to help fill their gaps in learning. All students at OMS are also a part of our Greek House. Belonging to this group helps them to interact with other students in our school while learning about their social and emotional health in a structured and safe setting.

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.)

1. Counseling and school-based mental health- Because many of our parents work and can't take off for mental health visits with their children, OCS has created a partnership between public and private mental health services. These services are provided on campus thus allowing our students to receive consistent support. Mentoring Services- OMS Counselor trains a group of students to become peer mentors. These mentors are trained in how to identify and help support others. Embedded Instructional Support - Opp Middle School will utilize additional instructional support for reading and math through full and part time teachers and

web-based programs. 2. To help our students learn about and be prepared for the work force or post secondary education, our 8th graders take a computer science class. We partner with our local community college and our career coach to provide lessons on different opportunities as they go in to the work force or on to college. 3. RTI- teachers who identify students of being at risk academically, socially, and/or behaviorally are discussed at RTI meetings and an individual plan is created to support their needs. Students who are identified as needing more support than can be afforded with RTI strategies can be offered to go through the referral process for special services.

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.**

Students who have been identified as needing extra support through the summer are invited to attend a 4 week summer program to help decrease the summer slide. Breakfast, lunch and transportation services are provided to help working parents get their child to the progress. We have implemented after school tutoring in the areas of reading and math. The tutoring sessions are on Tuesdays and Thursdays of each week. The after school tutoring is opened to all students as needed, but those who are struggling academically will attend more frequently upon the teacher's request. Our plan is to also provide a 3 day per week tutoring program for those students who have been identified as having a significant learning loss. Buses will take these students home to help alleviate the barrier of lack of transportation.

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.

Migrant- all parents complete an employments survey, the results are reviewed at the school and central office level to determine if further support needs to be given to students. EL-all parents complete a language survey, the results are reviewed at the school and central office level to determine if further support is needed to be given to students. Economically Disadvantaged- parents complete the residency survey; the results are reviewed at the school and central office level to determine if more support is needed for students. Special Education- yearly monitoring of individual special education records are completed by IEP teams. This ensures that students receiving special services are making adequate progress. Neglected/ Delinquent/Homeless Students- parents complete a residency survey each year; the results are reviewed at the school level and the central office level to determine if more support is needed for these students. All students who are struggling with academics, behavior, attendance, or any other issue can be monitored through our

RTI process. This team meets quarterly to discuss student progress and implement new strategies as necessary.

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.

Parents of students who have been identified as struggling with English are given assessment results in a language they can understand. Programs such as google Transact are used to help with this. We are also fortunate to have a staff member that works closely with our EL students and their families to interpret data from standard state grade level testing as well as WIDA results. These results are held annually when the students EL plan is reviewed.

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

Following the 2020-2021 school year our turnover rate still remains very low. We retained all our teachers except two. We were fortunate and added two additional full time teachers and two part time teachers to support learning in reading and math.

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

12 teachers hold a Bachelors Degree. 14 teachers hold a Masters Degree. One administrator holds an ED.S.

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)?

Opp City Schools (OCS) utilizes the Alabama State Department of Education's "Teach in Alabama" program to attract highly qualified teachers. Only teachers that are deemed highly qualified are interviewed for positions within the system. OCS also participates in the state initiative for mentoring teachers. These factors contribute to Opp Middle School having a relatively low turnover rate.

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

Data meetings are held with a team of teachers who analyze individual classes, students, subgroups and grade level data accumulated from formative, summative, diagnostic, and benchmark assessments. The reports are used to determine students' individual strengths, weaknesses, knowledge, and skill level. The information is then used to develop an action plan to identify targeted students; guide lessons; and plan curriculum. The data is also used to determine professional development that will be most effective in assisting us to improve student

performance. The federal programs director is instrumental in helping us break down our data and develop our next steps for professional development.

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

An AMSTI Math Specialists visits our math classrooms to help the teachers gain a deeper understanding of the new content standards and how to teach them to a more rigorous level. Math teachers also participate in professional development with their new math curriculum. All teachers will be active participants in ACAP data dives and creation of action plans. After determining strengths and weakness, grade levels collaborate to plan lessons so that they can support math and language arts teachers. Data from iReady will be disaggregated to determine areas of needed growth. During these meetings grade levels teachers will plan together to improve curriculum across the grade level. All teachers will participate in creating their individual professional development plan based on their self assessment. Special Education teachers and paraprofessionals attend training that is turned around by the special education coordinator. The coordinator receives updates on sped law and other trending issues during the annual state training. since the Language Arts curriculum has been approved, our ELA teachers will begin the process of choosing our new materials. We will begin planning for the professional development on using the new materials and the science of reading. Our career tech teachers attend the annual state training each year to help improve their instruction.

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.

OMS implemented the new state initiative for mentoring new teachers. The goal for our program is to improve teaching practices. The program is designed to provide ongoing support for inexperienced teachers. Each new teacher is assigned a master teacher who is teaching the same subject areas. The mentor teacher and new as needed to provide support.

12. Describe how all professional development is "sustained and ongoing." Teachers and staff are provided with on-going professional development activities throughout the year and during the summer months through the Troy Regional In-service Center and other workshops. Teachers meet in data and RTI meetings throughout the year to evaluate student data and create instructional plans. Turn-Around training for the College and Career Readiness Standards in Science is ongoing. Teachers identify and prioritize needs for professional development identified in the Development Needs Survey. Educate Alabama identifies areas where teachers need additional training. iReady data dives are completed

throughout the year. The data is disaggregated and new plans for student learning are completed. During this look at our data, the consultant provides professional development on the iReady program and how it can be used to meet student needs.

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.

Transition Meeting and Tour - A student transition meeting and tour will be conducted for all students leaving fourth grade and entering the middle school. The meeting will give students an overview of what they might expect in their new school. They will also tour the school. The Greek House Advisory Team will lead the tour so that they can answer questions. The high school administration and counselor will meet with parents and students at the end of the school year to discuss the credits needed for graduation. Each student will work with the counselor and set up their schedule for the following year. Prior to this, the counselor from OHS work with the students in their Computer Science class to discuss their goals for college or career. The High School will hold a meeting and tour of the school prior to the school year starting. In this meeting, students meet their teachers, find their classes, and get a supply list. Student with special needs, as identified and accommodated for by the IEP team, will transition slowly to the new school. At times, we have started by having the student go to the new school for a partial day. This has helped get the student acclimated to the new environment with less stress.

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)

For those populations identified in the Carl D. Perkins Career and Tech Act, we ensure that no group of students is denied attendance to these classes. If barriers are identified due to their circumstances, we as a school will work to eliminate the barrier so that each student will be able to fully participate in these programs.

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?

Each year the central office facilitates training with consultants to disaggregate our district data from state assessments. This meeting helps to steer the direction of professional development and academic needs for the schools. Data such as, the state's annual assessments, counseling updates, unit and chapter tests, behavior/ discipline trends, attendance, and other indicators of academic achievement, are analyzed by the CIP Team. This team, which is made up of a variety of stakeholders, determines if the school wide CIP goals are effective or if the goals are in need of revision.

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?

The school-wide program is determined to be effective if student achievement is increasing and the achievement gaps among student subgroups are decreasing. The data is disaggregated by consultants, CIP Team, Teachers and administration to determine if the school wide program is effective in increasing student achievement. This data is shared with parents at Parent Connect meetings and they are encouraged to ask questions and give input at these meetings or in the suggestions box if they would like to stay anonymous. SIR reports are also discussed at our CIP meetings to give parents an idea of the frequency of discipline incidents. The decrease in negative behavior incidents would indicate that our school wide program is being effective. Again, stakeholders are encouraged to discuss problems or suggestions in our meetings.

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?

Data from formative assessments, attendance, counseling updates, summer school attendance, teacher observations, and survey's from parents, students, and teachers are gathered from the previous year. The CIP committee will evaluate the data and revise the goals if needed. This will ensure that all goals of the plan are meeting the changing needs of our students. Walk-throughs by the principal and assistant principal are used to observe student engagement and teacher effectiveness and to ensure the continued growth of all students at Opp Middle 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.

School-wide goals are reached through a variety of resources. State funding provides the teacher units needed to teach the required standards set by the state. We use state funding for library, professional development, and technology needs. Some federal funding is used for class size reduction. Full time and part-time interventionists are also funded with Title money. These tutors help our struggling students to master grade level standards and especially to lessen the gap between their working level and their grade level. Some software programs are purchased with federal funds. They are used to monitor the progress of all of our students at OMS. This leads us to reaching our goals in reading on the CIP. Instructional supplies, computer hardware, and parental involvement supplies are also purchased with federal funds to enhance what we have spent with state funds. All of these funds used to help OMS meet our school-wide 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).

All teachers and staff are provided time during in-service to be trained on homeless identification, student neglect and abuse, medical plans, etc. The counselor meets with students on a daily basis. During these meetings topics such as violence prevention, bullying, and character education are discussed. The counselor meets with all students on a rotating basis to discuss state mandated violence prevention strategies. The counselor also trains a mentoring group to help identify students who need support for at risk behaviors. Breakfast and lunch are served daily to students at OMS. At this time all OMS students receive free breakfast and lunch. Technical education programs- 7th grade students are provided an opportunity to participate in a daily STEM class. This class also incorporates different career opportunities. 8th grade students participate in a computer science class. Our local junior college partners with the teacher in this class to teach our students about skills needed to be college and career or workforce ready.

ACIP Assurances

Instructions:

By responding to the questions attaching evidence where required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

YES

NO

N/A

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

YES

NO

N/A

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

YES

NO

N/A

Parent and Family Engagement

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

An annual meeting is held during the fall of each school year due to Covid, the meeting for 2021-2022 will be held virtually. At this meeting, parents are informed that OMS is a Title I school, the requirements of being a Title I school and the parents' rights to be involved with planning are explained. The discussion of Title I requirements includes academic assessment, additional assistance for struggling students, coordination of federal funds, parental involvement plans, and the continuous involvement plan.

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.

Meetings will be held virtually at night so that the parents will be able to attend and not miss work. For those parents who can not attend virtually, the meetings will be recorded and placed on the school's web site and social media. Parental Involvement money has been set aside for the technology needed to keep parents informed. Also As student testing information is sent home, we have set aside time for our parents to set up conferences to meet with parents to discuss their student's individual scores.

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).

In October the CIP committee, made up of the principal, guidance counselor, content-area teachers, parent representatives, and students will review the previous years CIP. These members were selected because of their vested interest in our school and their willingness to participate. Stakeholders were also willing to set aside a time for afternoon meetings. In planning for school improvement, the leadership team incorporates the guidelines of Title I, AdvancED, Alabama State Department of Education guidelines and federal guidelines of the ESSA Act, and local goals identified by the team. In addition to the CIP, Technology Plan, Parental Involvement Plan. All plans are reviewed throughout the year to monitor effectiveness and student progress. At the end of the year plans are reviewed to project possible changes for the upcoming school year and the anticipation of previous year's state standardized testing. Once new data has been reviewed, goals

and strategies are adjusted, continued or completed. Parents are encouraged during our Parent Connect meetings to volunteer for different committees to offer their input and to help with the decisions that are made in regards to the plan.

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

OMS will receive the one percent set aside for parental involvement. This money will be used for family and student health services. Other portions of this money will be used for parent non instructional supplies.

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))

OMS hold a parent meeting in the Fall of each school year. Due to the pandemic and the need for social distancing, the meeting will be held virtually. It will be recorded and added to social media and our school web-site for any parent to view at their leisure. At this meeting many different topics are discussed. Below are listed some of the important topics: * what it means to be a Title 1 school * state standards * academic achievement standards * state and local assessments including alternate assessments * how to be involved in your child's education * highly qualified instructors * safety and health of our students.

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))

A meeting with parents, teachers, and students is convened to discuss the meaning of the compact. Questions are asked and answered during the meeting. Then the compact is signed by all three parties and kept in the student's third period classroom.

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

After the CIP is approved by the Board and posted on our website. Hard copies of the plan can also be read in our office. Electronic versions are located on the OMS website. Those who would like a hard copy of the plan may have one if requested. Should a parent have a concern with the CIP, they can set up a meeting to discuss

the thoughts with administration and central office staff. They can use our suggestion box if they would like to remain anonymous.

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.

Parent Connect meetings are held throughout the year. Because of the pandemic and the need to social distance when the numbers of infection is high in our area, we will hold the meetings virtually. Our parent meetings will be held in person if it is safe to do so. . Administration will use a variety of ways to help parents in supporting their students academic achievement. During our meetings we explain how the iReady software is used at school and how it can also be utilized at home. The new digital math component that came with our core math series has also been discussed with parents and how it can be utilized at home. Teachers will also work with parents, at their request, on how to use Schoology and student chrome books. If further help is needed, we refer the parent to our technology support instructor. During individual conferences with parents we discuss their student achievement. With the help of the parents we develop plans to support their students learning.

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.

OMS believes there is great benefit when parent and teachers communicate regularly and become equal partners in their child's education. After analyzing the data about the number of parents who could not attend traditional parent meetings held at night, OMS staff decided to offer an alternative methods for meetings. Virtual meetings and recorded meetings were developed in the hope to build stronger ties between the school and home. This was beneficial in several ways. One, for those that couldn't attend a meeting, this was one more option for the parents to learn about their child's school. Secondly, for those who attended a meeting it gave them a chance to clear up any confusion about what was discussed. The school staff will participate in discussions about importance of communication with all our students and their parents. Different suggestions about effective communication with students and their parent will be discussed at monthly faculty meetings. OMS staff discussed the importance of keeping parents updated on student behavior and academics. They found that often when a parent hears from a teacher it is about something negative. In an effort to combat that thought, the staff came up with the idea to send positive notes home monthly. These notes could be academic or behavioral in nature. It was just a quick way to relay positive information to parents in the hopes of strengthening the home to school bond. Students will be identified during RTI meetings and notes will be sent home by teachers and administration. The OMS counselor uses surveys to request input from student and parents about their needs. The results from the survey will be shared with the Counseling committee and programs are developed to help meet the needs of students and parents.

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.

In an effort to provide a bridge between home and school, OCS has employed a part time, retired teacher to work with our EL students. One goal of this teacher is to work with the family to build and sustain a bridge between school and home for the child. She also works closely with the core, grade level teachers with

assignments. This teacher provides extra vocabulary/language support in the classroom to increase the student's success. It was determined through surveys and informal discussion that some students at OMS needed mental health services. However, a barrier to receiving the services became evident. In order for those students to receive services the counseling team with the help of central office came up with alternative measures. Now students can meet with mental health counselors in our building or virtually. They also have access through technology to different doctors in the event that medication needs to be prescribed or altered.

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.

While OMS does not have an extremely large population of EL students, we do not have some students that do not have English spoken in their home. In order to communicate effectively with these parents we use a program Transact to translate any form that we send home to the parents in their native language. We also turn on the translation button on any social media post that is made. In the event we are having a parental program or a meeting and the parent will not understand the language we will use an interpreter as 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.

OMS offers academic updates through a software program on the web called PowerSchool. This is a parent portal where they can monitor their child's academic progress. The OMS web site is another way that parents can stay abreast of important information that is going on in the school. The OMS building is handicapped accessible. Our stadium and other athletic venues area also accessible for those with disabilities. Home visits can be made if requested for those parents that may have a hardship and not be able to attend a meeting about their child. The nurse is available to guide parent through application for assistance if the student is in need of medical attention. A local counselor is working with the school to provide mental health services in the school. In some cases, the parent may have a hardship which would cause them to not take the student for treatment. The local mental health department also work with OMS to provide services in the school.

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))

OMS is fortunate to have a retired teacher to work with our EL students. This teacher also works closely with parents and family members to provide information about school such as activities, grades, testing data, ways to be involved with their students learning. While she is not an interpreter, she does have access to several programs such as Google translate, and Transact to help with providing important information in a language the family can understand. At OMS we work closely with parents that may have a disability. We offer several ways for the parents to communicate and attend events on campus. Our building is handicapped accessible and we different types of technology to help communicate with parents who aren't able to attend in person meetings. Each student completes a survey at the beginning of each year. This survey alerts us to those family members who are migratory. In those instances, the counselor works closely with the teachers to ensure the family members are updated with the students progress.

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


 Opp Middle School 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)
 Opp Middle School Coordination of Resources		.