



2025-2026 Title 1 Schoolwide Diagnostic for ACIP

Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

**Opp 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.

2025-2026 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

In September 2025, the CIP committee (representatives from the community, parents, classroom teachers, special service teachers, central office personnel, and administration) reviewed the 2024-2025 CIP. 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 ESSA, and local goals identified by the team. The team provides input on the following: 1.) which elements have been successfully mastered and need not be included in the upcoming plan; 2.) the elements that have been mastered but still require monitoring; 3.) offer suggestions and strategies to increase student achievement, parental involvement, professional development for staff, and budgets. The team monitored progress toward our goals and made adjustments as needed. We analyzed the data from our self-evaluation and parent, student, and staff surveys. This helped us determine our areas of strengths and weaknesses which were incorporated into our updated Continuous Improvement Plan.

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

The needs assessment results served as a guide for the development of the school's continuous improvement plan. This plan will be used as a guide to address all of the areas of need determined by the needs assessment. According to 2024-2025 ORF data, 54% of first grade students and 57% of second grade students benchmarked in oral reading fluency. This is a slight decrease in the percent of first grade students and slight increase in the percent of second grade students benchmarking from the previous year. The third grade percent of students benchmarking decreased from 61% to 54%. The percent of third grade students who reached the accuracy benchmark decreased from 96 to 92%. Our STAR data for last year indicates that the percent of students reading on grade level by May 2025 is 68% schoolwide (74% K-3). This is slightly higher than the previous year. Reading and Math scores on the

ACAP for third and fourth grade were as followed:

	2021 Percent Proficient	2022 Percent Proficient	2023 Percent Proficient	2024 Percent Proficient	2025 Percent Proficient
3rd Grade ELA	74%	81%	74%	75%	84%
3rd Grade Math	55%	61%	70%	55%	69%
4th Grade ELA	69%	75%	65%	63%	66%
4th Grade Math	48%	61%	67%	62%	48%

Math ACAP scores have increased over three years in both second and third grades. Fourth grade math scores decreased drastically this past year. ELA ACAP scores for all three grades have increased over the past three years. The fourth grade students who took the ACAP in the Spring of 2025 were the students most affected by school closures and long quarantines due to COVID. We feel this had a direct impact on reading and math proficiency. Our second grade students had a large increase in the percentage scoring in the proficiency range for ELA over the past three years: 59% to 80% to 85% this year.

Based on the recently administered Parent Survey, Opp Elementary School's highest scoring items were:

1. positive perception of school environment
2. awareness of school academic goals
3. treat parents with respect
4. cooperative and accessible teachers

3. What conclusions were drawn from the results?

Opp Elementary School will focus on involving all community stakeholders through a variety of methods including: parent-teacher conferences, parent night 101 and 102, meet and greet orientation, newsletters from principal, OCS website, digital board messages, parent-teacher organization (PTO), One Call Now (automated phone system). We will continue the initiatives we have in place while also intervening for unfinished learning. Opp Elementary School will continue to use formative data to adjust instruction and support to better fit the needs of each student. We also will continue to implement Walk to Read in grades kindergarten through third grade for an additional hour of targeted reading instruction, intervention, and enrichment based on student need. Students who have a deficit in

reading and/or math will be invited to our after-school tutoring program for one hour of small group explicit instruction.

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

Perceptions: Survey data from staff, students, and parents suggests that our school provides a safe learning environment and engages families in meaningful ways in their children's education. Surveys also indicate that our school has high expectations for students in all classes and that parents feel welcome at our school.

School Programs: Due to interest from parents and the requirements of the Alabama Literacy Act, we now offer after-school tutoring as well as a summer academic/enrichment program. Demographics: At the beginning of the 2025-2026 school year, our school has approximately 528 students, 268 males and 260 females.

Our student population is approximately 76% Caucasian, 13% African American, 3% Hispanic, and 9% all other. This is a decrease in our percent of Hispanic students from the previous year. We are now a CEP School District so our percent of students receiving free lunches is 100%. English is the primary language spoken at Opp Elementary School. The total enrollment for the 2025-2026 school year is slightly lower than last year. Student Achievement: We will continue the initiatives we have in place while also intervening for unfinished learning.

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

The school has goals for increasing reading and math proficiency, development of the whole child, and improving attendance and parental involvement. These goals include strategies and action plans. Goals have been prioritized in areas of need.

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

The CIP Committee met to analyze multiple types of data and discuss applicable areas of the needs assessment. The sources utilized were: iReady Reading and Math Diagnostics, ORF/NWF/LNF/LSF, AAA, attendance records, discipline reports, survey results, RtI data, curriculum tests, STAR assessments, and teacher observations. All of these plus the results of the 2025 ACAP assessment were analyzed in the Fall of 2025.

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

The goals indicated in the Title I Plan and the Continuous Improvement Plan are school-wide goals due to the needs assessment. Disadvantaged students are continuously recognized through school-wide efforts in addition to concentrated efforts in the areas of special education and EL.

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.

Opp Elementary School has implemented the use of an explicit, research-based phonics and reading program in all grades. This was done in order to strengthen our instruction on the foundational reading standards. In grades kindergarten through third grade, students spend an hour in a Walk to Read class. During this time, students are ability grouped so that instruction is focused on the needs of individual learners. Students who require intensive intervention receive one hour of explicit phonics / phonemic awareness instruction in a small group using the SPIRE curriculum. Students who are well above grade level are provided an enriched and accelerated curriculum.

The Math and Reading classroom teachers, as well as special education teachers, will be given the data from iReady Diagnostics on each of his/her students so that standards not attained from previous grades can be retaught. During intervention, the teacher will focus on re-teaching grade level standards or reinforcing foundational standards. The classroom teachers and special education teachers will meet weekly or as needed to discuss student progress and what skills on which to focus. Third and fourth grade teachers will also use STAR, as well as unit and chapter tests to monitor students' attainment of the standards. Kindergarten through 2nd grade teachers will use STAR and unit and chapter tests to monitor students' attainment of the standards. iReady individualized learning paths for reading and math will also be utilized by each student for personal growth.

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.)

Since Data and MTSS meetings are held on a regular basis, teachers are able to provide differentiated instruction in a timely and effective manner to students experiencing difficulty. The Reading and Math Coaches collaborate with teachers on an ongoing basis to ensure intervention strategies are in place for all students experiencing difficulty mastering the state's academic achievement assessment standards. Instructional aides assist teachers in providing remediation and foundational learning for students as needed. Through MTSS, students receive tier 2 and 3 intervention. Tier 3 reading students meet in a small group for one hour four days a week. The intervention program SPIRE is utilized for explicit phonics/phonemic awareness lessons. Tier 3 math students utilize their iReady individualized learning path to fill in foundational gaps in their learning as well as meet with a math interventionist. Special Education teachers and instructional aides provide assistance for students with Individualized Education Plans. Students in need of mental health counseling can utilize services provided at school through an outside counseling firm. Our school Wellness Coach and Counselor also meet with students in crisis on an as-need basis. We are using the PATH (Prevention & Awareness for Total Health) curriculum for comprehensive prevention infused with the SEL domains and character education lessons. This program has age appropriate lessons on drugs, alcohol, and tobacco, abuse, mental health and suicide, and bullying.

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.**

All students are able to access iReady Individual Learning Paths outside of the school day. This site as well as other helpful sites are discussed in parent-teacher meetings and in letters sent home to parents. Links to these sites are on our school website. Students also have reading and math homework throughout the week to reinforce skills being taught at school. Parent-teacher meetings are held on an as needed basis. In these meetings, parents are given specific ways to help their child be more successful. Students in the special education program or MTSS are invited to our summer program called Shine Academy. This is a 60-70 hour program of both small group and whole group explicit instruction on all areas of Scarbrough's Reading Rope. Our mission is to sustain or grow each student's current level of learning to build confidence for the upcoming school year. Students who have foundational gaps in reading and math are also invited to our after-school tutoring program.

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.

For all of these groups, with the exception of EL and Special Education, challenges will be addressed through our MTSS program. Homeless and migratory needs can also be addressed through our Federal Programs Coordinator at the Central Office. EL students are provided additional instruction and tutoring services through their IELP. Teachers are trained on the WIDA standards and Can-Do Descriptors to help meet the needs of our EL students. All teachers are to follow their students' 504 Plans and IEPs which have been developed by the 504 or IEP team to address their specific educational needs.

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.

Opp Elementary School utilizes TransACT, ELlevation, and MasterWord to communicate student academic achievement results in a language parents can understand. We also use a Vasco Translator device and/or Google Translate app on our phones as well as a personal translator who contracts with our school.

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

There was very little teacher turnover to the faculty of Opp Elementary School for the 2025-2026 school year. We had one third grade teacher and one special education teacher retire. We added an additional special education teacher due to an increase in the number of students with severe medical diagnoses. All of these positions were filled with highly qualified teachers.

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

The average experience level for key teaching and learning personnel at Opp Elementary School is 18 years. Our Instructional Aides who provide Tier 3 reading intervention have an average of 40 years teaching experience. Eleven teachers have 30 or more years of experience. Thirty-three teachers have at least 10 years of experience. Thirty-four teachers have a master's degree and three have their EdS.

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)?

The turnover rate for teachers at Opp Elementary School is low.

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

Benchmark and formative data meetings consist of facilitating a team of teachers in analyzing data of individual classes, students, and grade levels. The data reports are used to determine trends, strengths, and weaknesses. The reports are used to drive instruction by using the data to develop an action plan to identify targeted students and instructional strategies that will be used to improve student performance. This

data as well as a professional development teacher needs survey are also used to determine professional development needs.

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

Activity – Formative Assessment Data Meetings and Training

Benchmark and formative data meetings consist of facilitating a team of teachers in analyzing data of individual classes, students, and grade level. The data reports are used to determine trends, strengths, and weaknesses. The reports are used to drive instruction by using the data to develop an action plan to identify targeted students and instructional strategies that will be used to improve student performance. The data is also used to determine professional development needs.

Activity – Coaching Community by Alabama Reading Initiative

The OES Reading Coach will attend several coaching community days focused on all aspects of foundational reading: conceptual framework, assessment, intervention, phonemic awareness, phonics, fluency, oral language, vocabulary, comprehension, and writing. Dyslexia and Science of Reading is also a focus. All new learning will be turned-around to reading teachers.

Activity - Grade Level Conferences

These conferences are designed by grade level experts to help teachers deliver effective instruction that supports the Alabama College and Career Ready Standards, Alabama Reading Initiative, and Alabama Math & Science Initiative.

Activity – LETRS Professional Development

Reading teachers in grades kindergarten through fourth grade will join cohorts across the state of Alabama to provide teachers with an in-depth understanding of how to effectively teach reading and writing. This is a two year long study which consists of in person meetings with Local LETRS consultant, online videos and assessments, LETRS manual reading, and Bridge to Practice activities.

Administration will conduct observations to ensure that best practices are being learned and utilized in the classroom. Administrators will attend LETRS for Administrators.

Activity - CLAS Conferences

The principal and assistant principal will attend CLAS conferences offered throughout the year in order to enhance skills, explore current trends, and gain insightful information needed to perform their job. Administrators will also complete 30 hours of APLDS approved sessions in the areas of ELA, Math, and School Climate / Culture.

Activity – Math PD offered by OMI / AMSTI

The math coach will attend various professional development opportunities. All new learning will be turned around to math teachers. The math coach will be involved in coaching cycles with new teachers and those needing additional support based on data.

*Professional Development money is set aside so that teachers can attend off-campus upcoming sessions in areas deemed appropriate.

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.

OES has established a formal teacher mentoring program administered by the principal and lead teachers. The goal for our program is to improve teaching practices. The program is designed to provide ongoing support for new or struggling teachers. Each new teacher is assigned a master teacher who is teaching in the same grade level and subject areas. The mentor teacher and new/struggling teacher meet weekly in grade level meetings. These meetings are also attended by the other grade level teachers.

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 grade-level meetings throughout the year to evaluate the professional development process and to design instructional plans for students. Teachers identify and prioritize needs for professional development identified in the Professional Development Needs Survey. Walk-Through Observations and student formative and summative data help identify areas where teachers need additional training.

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.

1. Parent/Student Orientation - An orientation will be provided to parents and students at the beginning of each school year. This will allow students and parents to meet their new teachers and become familiar with their new classroom, policies, and procedures.

2. Middle School Transition Meeting and Tour - A student transition meeting and tour will be conducted for all students leaving the elementary school and entering the middle school. The meeting will give students an overview of what they might expect in their new school setting.

3. Conferences will be scheduled between each grade level of teachers Pre-K through fifth grade to discuss specific information about upcoming students and to communicate ways to provide a smooth transition. These meetings are held during teacher in-service days at the beginning of 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?

Monitoring of the CIP will be completed three times yearly. One meeting occurs at the beginning of the school year. The other meetings will be scheduled mid-way through the year and at the end of the year. The committee includes parent stakeholders and community stakeholders. The committee chairperson notifies each member through a phone call to alert members of each meeting. Stakeholders are encouraged to give input regarding the revision of the plan. The committee will be convened and goals and objectives will be evaluated to determine if progress is being made. Changes in regard to funding, objectives, goals, and process are cited in meeting notes and the last page of the CIP. Parents are informed of their right to be involved and have input during the first Parent Night 101 meeting. Stakeholders are informed that a copy of the CIP is on file at the central office and in the OES principal's office. They are also encouraged to ask questions or express any ideas or dissatisfaction with the plan with any of the CIP committee members or central office staff. Discussion of the CIP also occurs during Title I Funding Meetings. Parents are informed about their rights, the improvement plan, and how Title funds are spent. During these meetings, parents are encouraged to discuss the uses of funding in the CIP.

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?

Data from the state's annual assessment, ACAP, in addition to STAR, ORF/NWF/LNF, and iReady Diagnostics, unit and chapter tests, and other indicators of academic achievement are analyzed to determine if the school-wide CIP goals are effective or if the goals are in need of revision. A data comparison is conducted to determine trends related to student achievement among groups of students and in specific subject areas. Intervention is given to students who are not progressing at an adequate rate. The school-wide program is determined to be effective if student achievement is increasing and the achievement gaps among student subgroups are decreasing.

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?

Upon receiving data from formative assessments, the CIP committee will reconvene to revise Opp Elementary School's goals, if needed. This will ensure that all goals of the plan are meeting the changing needs of our students. Observations and Coaching Cycles by the principals and Instructional Coaches are used to observe student engagement and teacher effectiveness and to ensure the continued growth of all students at Opp Elementary School.

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.

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.

Our state funds are also used to provide teacher support from a reading and math coach. This coach provides coaching cycles and professional development in the areas of reading and math to help OES achieve the goals of our CIP. Part-time instructional interventionists are funded with Title money. These workers help fill in foundational gaps for our struggling students. Renaissance Software and iReady, also purchased with federal funds, are used to monitor the reading and math progress of all of our students at OES. This will help us reach our goals on the CIP.

Instructional supplies, computer hardware, and parental involvement supplies are also purchased with federal funds. These materials are used to help OES meet our

school-wide goals. Our Mental Health Wellness Coaches are funded with a combination of local and state funds.

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).

Currently, our speech teachers provide services to eligible students at Head Start and in community private daycares. All students are involved in SEL lessons throughout the school year. During these lessons, topics such as violence prevention, bullying, and character education are discussed. Breakfast and lunch are served daily to students at OES. All students receive free meals. This past summer we participated in Break for a Plate which offered a free breakfast and lunch four days a week to all children under the age of eighteen. OES was a feeding site. Our summer program, Shine Academy, helps struggling students sustain or grow their current levels of learning in reading and math while also offering enrichment activities.

ACIP Assurances

Instructions:

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

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

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

YES

NO

N/A

ATTACHMENTS

Attachment Name



ACIP Meeting Signatures 2025-2026

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))

The Parental Involvement Plan will be presented at our annual Title I meeting. All parents of participating students will be invited to the annual meeting at a convenient time for them at the school to explain the program and activities provided through Title I, federal guidelines, and the role of all parents in the education of their children. Each student is given a system-wide calendar at the beginning of school or at the time of enrollment.

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.

Child care is offered at all group parent meetings. Most individual and group parent meetings are held at school although teachers and administrators are available to meet at another location if requested. Generally, group parent meetings are held in the evening to accommodate working families. Individual parent meetings are held at a time convenient to the parents. Opp City Schools will pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

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).

As required in Title I, Part A, our plan was developed in consultation with teachers, principals, administrators, other appropriate personnel, and with OES parents. Results from parent surveys, principal's suggestion box, and committee suggestions shall be considered when developing activities. Activities aimed toward fostering student achievement and academic well-being will be a priority in establishing an effective home-school communication process. The plan is then shared on the school website, social media page, and at various parent meetings throughout the year. Parent input is used to revise the plan. The LEA will provide parents with Title I budget and program information at the Title I annual meeting.

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

1. Funds allocated for parent involvement are being used in the following ways:

- Mental health services
- Outreach services to increase awareness of violence, drug use, etc.
- Motivational speakers
- Individual parent sessions / home visits

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))

OES provides parents timely information about our programs, curriculum, assessments, and expectations in the following ways: Orientation, Parent Night 101 & 102, Parent – Teacher meetings, OES website, OCS & OES Facebook page, One Call Now Messaging system, PowerSchool Parent Portal, Newsletters, system-wide calendar with events, homework charts / planners, radio and newspaper articles, emails, and phone calls. Transact and ELlevation will be utilized to print forms / messages in a parent's home language if needed. Parents are encouraged to offer suggestions and participate in decisions related to the education of their children.

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))

The School-Parent Compact was developed by our Advisory Committee which includes parents, teachers, and administrators. It is reviewed and updated annually. During Parent Night 101, the compact is discussed and signed by parents, students, and teachers. It is also reviewed during parent – teacher meetings as a way to reinforce shared responsibility for student achievement.

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

The OES Continuous Improvement Plan is posted on our school website and a hardcopy is located in our school office. Upon submission of the CIP each year, a parent letter is sent home informing parents of its location. Parents are encouraged to call, email, or come by the school to discuss any concerns or to offer any

suggestions. There is also a Suggestion Box located in the office if anyone would like to make a suggestion anonymously. These concerns or suggestions are then discussed at the next CIP team meeting.

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.

Orientation is conducted for Kindergarten and new to OES students and parents to discuss transition needs. Orientation meetings for all other grades are conducted as well as for informational purposes regarding school operations, transportation, meal pricing and options, school supplies, grade level curriculum, homework policies, code of conduct and introduction of staff. Information regarding special services such as Special Education, Title I, Student Reading Improvement Plans, 504 Plans, EL Plans and after-school tutoring are addressed by the program director and administration at regularly scheduled meetings. Daily homework folders and weekly grade folders are sent home. These contain all graded work, summaries of student progress in academics and behavior, as well as notice of upcoming school activities. Individual parent-teacher meetings are held on an as-needed basis. In these meetings, the teacher provides materials and instructional suggestions to the parent.

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.

Opp Elementary School has the responsibility to educate all children and to teach parents how to reinforce the high quality of instruction that will help students meet high performance standards:

- a. *Train parents to assist with homework and to monitor their child's progress.*
- b. *Provide information for both home and school for the following:*
 - *Every Student Succeeds Act*
 - *State Performance Standards*
 - *Homework and classroom procedures / policies of child's teacher*
 - *School/Student Handbooks and Compacts*
 - *Available resources for parents to use at home such as parenting study tips, school website, and other resources*
 - *Open Door Policy to communicate with school administration and teachers*
 - *Effective parent-teacher conferencing*
 - *Remediation Resources*
 - *Individual school curriculum and Evidenced Based Programs and strategies that are used in the school*
- c. Address the importance of communication between teachers and parents on an ongoing basis through:
 - Parent Night 101 & 102, during which the compact shall be discussed as the compact relates to the school
 - *Frequent reports to parents on their children's progress.*
 - *Timely exchange of information.*

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.

Opp City Schools provides three Pre-K classes for 18 students each through the Office of School Readiness Grant. The program is housed on the campus of Opp Elementary School and is taught by certified teachers and teacher assistants. The program follows the academic and attendance schedule of the elementary school and district.

Parents that are interested in volunteering at the schools submit their wishes to the school. Duties of parents include: reading with students, volunteering for field trips, teacher support, donation of professional services, and guest speakers.

There are various fund sources used to sustain the excellent educational program we have at our school. Listed below is a representative sample of funding sources:

-State Foundation Program: The State of Alabama provides funding for teaching and administrative units.

-Local Funds: Local district funds pay for programs such as Office 365 and our district calendar.

-Title I: These funds are used to supplement state and local funds. See the attached budget for a detailed explanation of how these funds will be used for the school year.

-We are able to provide a Spanish translator at parent meetings and workshops to accommodate our EL parents.

-We work with the Opp Head Start Program to provide a parent transition meeting for incoming kindergarten students.

-We collaborate with the Opp Head Start Program and local daycares to invite incoming kindergartners to a kindergarten readiness screening.

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.

All information related to the school and parent programs, meetings, and other activities are sent to parents in a language and format they can understand. Education jargon and acronyms that may be unfamiliar to parents will be avoided. TransAct and ELlevation is used to provide parents with forms in different languages. We have an EL teacher who is in close contact with our EL parents. All information related to school and parent programs and activities are sent home on homework charts, planners, newsletters and listed on our website and Facebook page.

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.

OES will provide reasonable support for parental involvement activities upon parent request.

-Throughout the year, parents may request support or make recommendations regarding parental involvement.

-Each year, a parent survey is given to every parent to give suggestions and input into the next school year regarding parental involvement activities. These surveys are analyzed and evaluated. Ideas from these surveys are implemented in the next school year's CIP.

-The committee and faculty make decisions regarding requests and recommendations. Every effort is made to work with parents in meeting their requests as related to their involvement in their child's education.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

All information related to the school and parent programs, meetings, and other activities are sent to parents in a language and format they can understand. Education jargon and acronyms that may be unfamiliar to parents will be avoided. TransAct and ELLevation is used to provide parents with forms in different languages. OES is handicap accessible and preferential parking is available. All information and school reports will be sent home with migratory children instead of through the mail in order to ensure that family members receive access to this information. At this time, OES does not have any identified migratory students.

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



2025-2026 Comprehensive Budget 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)
 2025-2026 Comprehensive Budget Coordination of Resources	Opp Elementary School Comprehensive Budget	•
 ACIP Meeting Signatures 2025-2026	Signatures from our Fall 2025-2026 ACIP Meeting where we reviewed goals, strategies, activities, student data, and survey results.	• 1