



Banks 2022-23 Title I Schoolwide Diagnostic for ACIP

2022-23 Title I Schoolwide Diagnostic for ACIP

Banks 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.

2022-23 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

During the spring of 2022, teachers were given a Needs Assessment checklist. The Needs Assessment is provided by the district and distributed to each school in the system. Results from the Needs Assessment will be used to plan professional development activities for the 2022-2023 school year. Stakeholders also take part in completing the Title I Parent survey usually given in the Spring of each year. During the spring report card conference night, stations were set-up for parents to complete the survey. Information provided by the survey will help in meeting the needs of stakeholders. Data meetings were held to analyze the results of the aimswebPlus assessments in grades K-8 and the results of the ACAP state assessment in grades 2-8. Information from these analyses were used to write the goals and plans for the 2022-2023 school year. The leadership team meets to finalize the Continuous Improvement Plan and then submits the plan to Dr. Donnella Carter, Federal Programs Coordinator, and then to Dr. Mark Bazzell, Superintendent, for review and approval. Upon approval, copies are disseminated to faculty and staff. Parents are given a copy of the Family Engagement Plan, Parent Compact, and a brochure that highlights the current year's goals and plans. To read the plan in its entirety, parents are encouraged to visit the school's website or contact the school to request a copy. Mark Bazzell, Superintendent, for review and approval. Upon approval, copies are disseminated to faculty and staff. Parents are given a copy of the Family Engagement Plan, Parent Compact, and a brochure that highlights the current year's goals and plans. To read the plan in its entirety, parents are encouraged to visit the school's website or contact the school to request a copy.

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

AimsWeb plus **Literacy** Strengths-Literacy /Reading/Kindergarten 89% low-risk, 1st grade 90%, 2nd grade 79%, and 3rd grade 84%, 4th grade 80%,5th grade 77%, 6th grade 80%,7th grade-78% , and 8th grade, 87% low risk. All grades levels showed growth from the beginning of year to the end of the year, however, grade 2nd, 5th, and 7th were below 80% low risk. Additionally, all grade level increased overall from 2021 to 2022 in literacy except for grades K (90% to 89%) and 7th grade (88% to 78%)

Math-K 76% low risk, 1st-70%, 2nd-73%, 3rd-71%, 4th 56%, 5th 82%, 6th 87%, 7th 82%, and 8th 77%. 1st, 2nd, 3rd, 4th, and 8th all scored below 80% with 5th grade scoring 56%. However, all grade levels K-8th showed growth in math from the beginning of the year to the end of the year in math. Additionally, 2nd (71 to 73%), 5th(76 to 82%, and 6th (85 to 87%) showed growth from 2021 to 2022.

After examining **math** data from the ACAP 2021 and 2022 the following Strengths and Weaknesses were determined:

Overall as a school for grades tested in 3-8th Math showing students growth moving from one grade span to another.

Strengths:

All grades except one reduced the number of students in need of improvement (level 1) from 2021 to 2022 on the ACAP in Math. Half of our grades increased the amount of students mastering on grade level (level 3) while the other half did not; however the amount of students moving from needs improvement moved to close to mastery which shows growth among the student population in those grades. The trend in the data for students exceeding mastery (level 4) was similar in that half of the grades increased the amount of students exceeding while the other three did not. However, in the grades that did not students were moved from close to mastery (level 3) to meeting mastery again showing growth overall. Fifth and sixth grade are two grades that showed growth in every area; both grades decreased the amount of students in need of improvement and close to mastery while increasing the amount of students mastering and exceeding the standards. Fourth and sixth grade showed a huge decrease in students in need of support and in meeting mastery.

Fractions – evidence showed a trend in third, fifth and seventh (proportional reasoning) with fractions being the domain where students achieved the highest score. There was no consistent trend in fourth, sixth or eighth however fractions was never a weakness for these grades.

Weakness:

The amount of students close to meeting mastery (level 2) is a concern across all grade spans. The amount of students close to meeting mastery is in large part due to moving students from in need of support (level 1). In grades third and seventh in particular the amount of students close to meeting mastery increased from 2021 to 2022 while the number of students meeting mastery (level 3) decreased with no or little change in the amount moving from in need of support or exceeding mastery (level 4). Eighth grade had an increase in the amount of students close to mastery and a decrease in mastery however decreased the amount of students in need of support and increased the amount exceeding as did fourth grade in the area of close to meeting mastery. Seventh grade is of the biggest concern with a large increase in the amount of students in need of support, slight increase in the amount close to mastery, large increase in the amount decreased in mastery and exceeding.

Numbers and Operations in Base Ten – while evidence showed a trend in third, fifth and seventh to have the most students in needs support in the domain of operations and algebraic thinking and a trend in data analysis, statistics and probability in fourth, sixth and eighth; the domain that had the least amount in mastering on grade level and the most in close to mastering grade level overall was number and operations. This domain has the most standards across the majority of grade spans and lays the foundation for components of multiple other domains, therefore as a school number and operations in base ten is an overall weakness.

More specifically a break down of each grade is below in relationship of examining students data as they moved from one grade to the next 2021-2022 (comparing apples to apples) and strengths/weaknesses of the ACAP 2022 test results:

Third Grade:

Decreased the amount of students in need of support (level 1) by 1%

Increased the amount of students close to mastery (level 2) by 7 %

Decreased the amount of students meeting mastery (level 3) by 6%

Remained stagnant in the amount of students exceeding mastery (level 4) 0%

Strength: Fractions (most meeting mastery)

Weakness: Numbers and Operations in Base Ten (most close to mastery and second lowest in mastery)

Greatest in need of support domain: Operations and Algebraic Thinking

Challenge: Both Data analysis, measurement, and geometry and Numbers and operations in base ten have the greatest number of students in close to mastery and the lowest number in meeting mastery

Fourth Grade:

Decreased the amount of student in need of support (Level 1) by 29%

Increased the amount of students close to mastery (Level 2) by 22%

Increased the amount of students meeting mastery (Level 3) by 12%

Decreased the amount of students exceeding mastery (Level 4) by 1%

Strength: Fractions (most meeting mastery, also most in close to meeting mastery)

Weakness: Numbers and Operations in Base Ten (only 1 student mastered this domain and second most in close to meeting mastery)

Greatest in need of support domain: Data Analysis, Measurement and Geometry

Challenge: While fractions is a strength it also has the highest amount of students in close to meeting mastery

Fifth Grade:

Decreased the amount of students in need of support (Level 1) by 8%

Decreased the amount of students close to mastery (Level 2) by 5%

Increased the amount of students meeting mastery (Level 3) by 8%

Increased the amount of students exceeding mastery (Level 4) by 5%

Strength: Numbers and Operations in Base Ten and Fractions

Weakness: Operations in Algebraic Thinking

Greatest in Need of Support Domain: Operations in Algebraic Thinking

Challenge: While Numbers and Operations in Base Ten and Fractions both prove to be a strength they both have the most students close to mastery as well

Sixth Grade:

Decreased the amount of students in need of support (Level 1) by 26%

Decreased the amount of students close to mastery (Level 2) by 6%

Increased the amount of students meeting mastery (Level 3) by 25%

Increased the amount of students exceeding mastery (Level 4) by 7%

Strength: Algebra and Functions

Weakness: Data Analysis, Statistics and Probability

Greatest in Need of Support Domain: Number Sense and Operations and Data Analysis, Statistics and Probability

Challenge: Number Sense and Operations being one with the most need of in support shows a continuous trend in grades 3rd and up with numbers and operations in base ten and a weakness in foundational skills. Geometry and Measurement has the most students close to mastery and the second least meeting mastery.

Seventh Grade:

Increased the amount of students in need of support (Level 1) by 23%

Increased the amount of students close to mastery (Level 2) by 1%

Decreased the amount of students meeting mastery (Level 3) by 16%

Decreased the amount of students exceeding mastery (Level 4) by 8%

Strength: Proportional Reasoning

Weakness: Geometry and Measurement

Greatest in Need of Support: Data Analysis, Statistics and Probability

Challenge: Seventh grade has students entering from sixth grade with the most close to mastering Geometry and Measurement and with the most in need of support in Data Analysis, Statistics and Probability. The most close to mastery remains in Geometry and Measurement. An improvement in the trend of number sense improves in this grade however still is the third out of five domains to have the most students close to mastery.

Eighth Grade:

Decreased the amount of students in need of support by 7%

Increased the amount of students close to mastery by 9%

Decreased the amount of students meeting mastery by 8%

Increased the amount of students exceeding mastery by 6%

Strength: Geometry and Measurement

Weakness: Data Analysis, Statistics and Probability

Greatest amount in need of support: Number Sense and Algebra and Functions

Challenge: Number Sense (Number and Operations in Base Ten) comes back up as the most in need of support and/or close to mastery. Data Analysis, Statistics and Probability and Geometry and Measurement both have the same number of students that are close to mastery as do Number Sense and Algebra and Functions.

Comparison of Banks' 3rd –6th **ELA** Grades; ACAP 2021 and 2022 Data strengths and weaknesses:

Overall, as a school for grades 3rd-6th; ELA the following evidence displays students' growth moving from one grade level (ACAP Data 2021) to another (ACAP Data 2022)

Strengths:

In comparison to the overall student growth in ELA 3rd through 8th ACAP Summative Assessment, except for one grade level, 5th, data showed a decrease in the percentage of students who scored close to meeting proficiency, level 2 in ELA. Likewise, with an overall student growth in ELA 3rd through 6th grade data except 6th, there was a decrease in the number of students scoring a level 1 performance on summative assessment. In grades 3rd, 4th, and 5th, the percentage of students in need of support was less than 5%. In conclusion, the data from the previous year indicated each across the grade span had an overall increase in meeting proficiency in ELA.

While evidence showed a trend in third through sixth grade with students in need of support under the domain of text types and purposes, language, and writing; the need for support in the content area of literary text genre is thirty percent and

below. Data indicated grades third, fourth, and sixth were at twenty-seven percent and below reaching proficiency in literary text genre; fifth grade with thirty percent meeting proficiency within this content. However, across the grade span text types and purpose, language and writing had a more significant need as the overall weakness based on ELA's 2022 data.

More specifically a breakdown of each grade is below in relationship of examining students' data as they moved from one grade to the next 2021-2022 (comparing apples to apples) and strengths/weaknesses of test results:

Third Grade:

Decreased the number of students in need of support on Performance Level 1 from 11% to 3%

Decreased the number of students close to proficiency on Performance Level 2 from 46% to 33%

Increased the number of students meeting proficiency on Performance Level 3 from 32% to 59%

Decreased the number of students exceeding proficiency on Performance Level 4 from 11% to 5%

Strength: Language (Highest for students meeting proficiency) and Craft and Structure/ Integration of Knowledge and Ideas (2nd Highest Category of students meeting proficiency) In individual student performance, there were 5 of 12 students who scored close to proficiency, had less than 8 points to move to the next performance level

Weakness: Text Types and Purposes

Greatest in need of support domain: Text Types and Purposes; highest percentage of students scoring Level 1, in need of support

Challenge: While Informational text genre shows more students meeting proficiency in comparison to literary text genre; displaying greatest percentage of students who are close to meeting proficiency in the areas of Key Ideas and Details, Distribution of Research and Writing, and Literary Text Genre

Fourth Grade:

The percentage remained the same for the number of students in need of support on performing Performance Level 1

Decreased the number of students close to proficiency on Performance Level 2 from 42% to 34%

Increased the number of students meeting proficiency on Performance Level 3 from 52% to 61%

Decreased the number of students exceeding proficiency on Performance Level 4 from 31% to 12%

Strength: Informational Text Genre (Highest for students meeting proficiency) and Distribution and Production of Research (2nd Highest Category of students meeting proficiency) According to individual student performance, there were 4 of 14 students who scored close to proficiency, had less than 15 points to move to the next performance level.

Weakness: Key Ideas and Details

Greatest in need of support domain: Key Ideas and Details; highest percentage of students scoring Level 1, in need of support

Challenge: While students scored the highest percentage overall in reading, data shows the greatest percentage of students scored close to proficiency in Language, Literary Text Genre, and Text Types and Purposes

Fifth Grade:

Decreased the number of students in need of support on Performance Level 1 from 17% to 5%

Increased the number of students close to proficiency on Performance Level 2 from 26% to 52%

Decreased the number of students meeting proficiency on Performance Level 3 from 39% to 35%

Decreased the number of students exceeding proficiency on Performance Level 4 from 17% to 8%

Strength: Distribution and Production/ Research (Highest for students meeting proficiency) and Literary Text Genre (2nd Highest Category of students meeting proficiency) In individual student performance, there were 7 of 21 students who scored close to proficiency, had less than 9 points to move to the next performance level and 1 of the students had less than 13 points to meet proficiency.

Weakness: Craft and Structure; highest percentage of students scoring Level 1 "In Need of Support"

Greatest in Need of Support Domain: Informational Text Genre; 2nd highest percentage of students scoring Level 1 "In Need of Support"

Challenge: While students scored the highest percentage in the domain of Distribution of Writing and Production (data shows the greatest percentage of students scored close to meeting proficiency in Language in which there is a correlation with the implementation of language and writing), Informational Text Genre, and Text Types and Purposes

Sixth Grade:

Increased the number of students in need of support on Performance Level 1 from 8% to 15%

Decreased the number of students close to proficiency on Performance Level 2 from 49% to 40%

Decreased the number of students meeting proficiency on Performance Level 3 from 40% to 31%

Decreased the number of students exceeding proficiency on Performance Level 4 from 5% to 4%

Strength: Craft and Structure/ Integration of Knowledge and Ideas (Highest for students meeting proficiency) and Informational Text Genre (2nd Highest Category of students meeting proficiency)

Weakness: Distribution and Production/ Research; (2nd highest percentage of students scoring Level 1)

Greatest in Need of Support Domain: Key Ideas and Details (highest percentage of students scoring Level 1)

Challenge: While students scored the highest percentage in Informational Text Genre, data shows the greatest percentage of students who scored close to meeting proficiency in the content areas of Writing, Distribution of Writing and Production/ Research, Literary Text Genre, Key Ideas and Details, and Text Types and Purposes

Summary: After comparing 3rd –6th Banks ELA 2021 Data to ELA 2022, each grade level percentage of students scored close to proficiency in the areas of Key Ideas and Details, Literary Text Genre, and Text Types and Purposes.

After examining data in grades 4,6,8 in **Science** from the ACAP 2022 the following Strengths and Weaknesses were determined:

Strengths:

All grades had less than 15% of students In Need of Support (Level 1). While our subgroup SWD (students with disabilities) did have several in need of support in grades sixth and eighth, fourth grades SPED population did not have any students in need of support.

Weakness:

Overall the majority of the student population testing in Science is close to mastery (Level 2) with a small percentage meeting mastery (Level 3) and an even smaller percentage exceeding mastery (Level 4). Sixth grade did not have any SPED students meeting mastery although fourth and eighth did.

Both fourth and eighth grade showed an area of improvement needed in the domain Technology for Information Transfer and a large percentage of students close to mastery in the domain Energy. Fourth grade showed a strength in Earth's

system however in sixth grade this domain had the most students in need of support.

More specifically a break down of each grade is below:

Fourth Grade:

10 % In Need of Support (Level 1)

59% Close to Mastery (Level 2)

32% Mastery (Level 3)

0% Exceeding Mastery (Level 4)

Strength: Earth's System

Weakness: Structures and Processes (most students in need of support); Energy (most students close to mastery)

SWD: 50% close to mastery, 50% mastery

Sixth Grade:

12% In Need of Support (Level 1)

73% Close to Mastery (Level 2)

10% Mastery (Level 3)

5% Exceeding Mastery (Level 4)

Strength: Earth's Place in the Universe

Weakness: Earth's Systems (the most in need of support and second most in close to mastery)

SWD: 33% in need of support, 67% close to mastery, 0% mastery, 0% exceeding mastery

Eighth Grade:

6% In Need of Support (Level 1)

47% Close to Mastery (Level 2)

41% Mastery (Level 3)

6% Exceeding Mastery (Level 4)

Strength: Motion and Stability

Weakness: Technology for Information Transfer (most close to mastery)

SWD: 25% in need of support, 50% close to mastery, 25% mastery

ACAP 2022

- 7th Grade ELA-50% Level 3 and 4 (mastery) 42% Level 2 and 8% level 1- (7th graders as 6 graders in 2021 decreased the number of students reaching mastery by 9% (and increased the number students in level 2 by 3% and level 1 by 1%
- 8th Grade ELA-72% Level 3 and 4 (mastery) 25% Level 2 and 3% level 1(8th graders as 7th grade increased Level 2 by 7%, but decreased level 1 by 5%

3. What conclusions were drawn from the results?

Looking at data from various sources to include: ACAP, aimswebPlus, STAR Reading, and Reading Street end of the year skills test reveal that our IEP students continue to underperform when compared to their non-IEP peers.

Parent Survey-The Parent Survey at Banks School concluded that while parents feel welcomed and are encouraged to be involved in their child's learning. they do not know how to find additional help with math and reading through Title I.

AimsWebPlus reading assessment revealed that vocabulary and oral Reading Fluency were areas identified and weaknesses across multiple grade levels. Additionally, mental math computation and number sense triads were areas areas of weakness across multiple grade levels. Student Achievement-Looking at various sources to include: ACAP, Aimsweb plus, STAR Reading, Reading Street Skills Test, and End-of the year test, reveal that students have shown consistent growth in reading over the past two years as measured by the scores from ACAP and aimsweb plus, but math and science continue to be areas of concern.

ACAP-While student's overall reading continues to improve (decreasing the number of students scoring level 1), language (adversely affecting student's overall reading score), math (no grade levels have shown 50% mastery or higher in the last two years), and science(no grade levels have shown 50% mastery or higher) are areas of concern. Additionally, our IEP students continue to accelerate at a slower pace than then Non IEP peers.

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

Parent Survey-The Parent Survey at Banks School concluded that parents feel welcomed and are encouraged to be involved in their child's learning. Parents also feel that the teachers are concerned about their child's progress and they can be

easily be reached. However, parents do not know how to find additional help with math and reading through Title I nor do parents know how they can volunteer at the school (volunteering has been limited due to COVID-19 protocols).

The Climate and Culture Survey revealed that while teachers feel students are learning and thinking, they feel challenged. Teachers also report that there is not enough time. However, most teachers are happy to come to work and feel supported by their colleagues.

Student Achievement-Looking at various sources to include: ACAP, Aimsweb plus, STAR Reading, Reading Street Skills Test, and End-of the year test, reveal that all student's are improving academically in reading but continue to underperform in math and science. Our Special Education population is an area of concern in all subject areas.

School Program/process-Teachers should continue to implement literacy standards in all content areas and will continue Standards Based grading and learning in math for grade 3rd-8th. Standards bases grading and learning does not only improve math instruction, but it also increases parent awareness of content standards. In end-of-the-year data meetings teachers reported they felt the focus on small group diagnostics and instruction was very beneficial for student achievement.

Demographic Data-After reviewing data, our Special Education students are not showing equal gains in achievement as compared to their peers (ELA- IEP/19% proficient and Non IEP 62% proficient, Math IEP/5% proficient Non IEP 33%, Science IEP/13% Non IEP 33%) Overall, our ELL students are making significant gains in performance. While the IEP students are underperforming in all subject areas compared to their non-IEP peers, all students show less proficiency in Math and Science as compared to ELA

Additionally, there is little difference in achievement between races in ELA (Hispanic 58%, Black 56%, and White 55%) across the grade levels. Whites and Hispanics out perform blacks in math and science. Our Economically Disadvantaged students underperform academically as compared to our Economically Disadvantaged students with the greatest difference being in math and science. There is not a significant difference in ELA (ELA -females 58% proficient and males 52% proficient)and Math(females 27% proficient and males 31% proficient) between males and females, however there is a slight difference between gender in Science (females 24% and males 37% proficient.

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

The school goals are data driven from the previous school years' test results, parent surveys, faculty and staff needs assessment, PowerSchool reports, and stakeholder input. The goals reflect the priority needs set forth at the local, state, and federal levels. The Continuous Improvement Plan process ensures alignment of our school goals based on the priority and the needs assessment.

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

The ACIP committee meet to gather data and discuss applicable areas of the needs assessment to determine goals for the 2022-2023 school year. Multiple types of data sources were utilized including ACAP, aimswebPlus, ACCESS, attendance records (PowerSchool), discipline reports (PowerSchool), parent survey results, RTI records, and benchmark assessments. The data was then presented to the faculty and committees were formed. The data was analyzed by teachers and committee members. Areas of strengths/weaknesses were determined. The committee formed goals to address the needs and provided new strategies to be implemented based on the analysis of the data. Prior to implementation of the committees' goals, the school leadership team reviewed each strategy to ensure goals reflected a detailed analysis of the data collected and met the priority needs as set forth at the local, state and federal level.

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

All goals were designed with the needs of all students in mind. Disadvantaged students who scored less than proficient will be placed on a "watch list" for the 2022-2023 school year and will be included in Tier III instruction in their subject area of need. The PST members will closely monitor these students and will work together to ensure an increase in student achievement. Disadvantaged students will also be given the opportunity to participate in afterschool tutoring and summer school and transportation will be provided. There has been a renewed focus on TIER I instruction and strategic teaching to increase student engagement which leads to increased student learning for all students. Kids First will be coaching our teachers to improve classroom instruction. The reading specialist will spend over 60% of her day in classrooms coaching teachers and diagnosing students deficient areas to improve reading fluency. Additionally the correct application of Tier II and Tier III small group instruction is a focus throughout our campuses.

The school was awarded the CHANCE grant from the ALSDE and will be in year one of implementing the BARR Model (Building Assets, Reducing Risk) with our students and teachers. This is a program to build relationships within the school: student-to-student, student-to-teachers, and teachers-to-teacher. Additionally, we expect the BARR Model to help our students academically, emotionally, and socially.

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.

Banks School will strive to **empower learners, develop accomplished readers and innovative mathematicians, increase scientific literacy, and improve technological skills.** We will this accomplish through strong Tier I

instruction, addressing phonemic awareness for struggling readers, promoting a growth mindset culture, improving student and teacher technological skills, working closely with our AMSTI partners to increase student achievement in math fluency and critical math and science standards. This year we will adopt a STEM class in which all students (PreK-8) will have a chance to participate. The implementation of the BARR Model will help us increase student learning by analyzing data and improving teacher to student and teacher to teacher relationships.

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.)

At the beginning of the year, students who are considered at risk are identified by their score on the State's academic achievement assessment. Students that scored "not proficient" are brought before the PST (positive support team) committee the first month of school and a plan to assist the students based on his/her area(s) of weakness is put into place and documented through Tier II and III intervention of the RTI process. At risk students that scored less than proficient are put on a watch list and are monitored through Tier II documentation by the classroom teacher and if needed brought before the PST committee.

Throughout the school year, Banks School uses information obtained from various assessments to assist in diagnosing the effectiveness of instruction. A plan of action is formulated through the use of several resources. Individual students who are considered to be at-risk are offered assistance through Tier III instruction and interventions outside of the grade level content areas as well as afterschool tutoring and summer school opportunities. These students are identified throughout the year by the classroom teacher based on classroom observations and data gathered from classroom assessments and alternative assessments such as STAR and

aimswebPlus. Students are then targeted for receiving accommodations in the identified area(s) of weakness.

The PST (positive support team) monitors the progress of at risk students through the schools Response to Instruction (RTI) process to ensure that all students meet the State's academic achievement standards at an advanced or proficient level. Since data 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 leadership team collaborates 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 for students as needed. Through RTI, students receive Tier II and Tier III instruction as needed. Resource teachers and instructional aides participate in co-teaching and provide assistance for students with IEP's and 504's.

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.**

Using data from various resources including current classroom performance, students who have not made consistent progress will have an opportunity to attend the afterschool tutoring program. Students will attend 4 days per week for 1 1/2 hours. Transportation will be provided for and students will receive a snack.

Tutoring will be provided by Banks School faculty. During summer months, Banks students may be invited to participate in summer school opportunities to improve academic achievement. Transportation for summer school is also provided for students.

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.

At this time, there are no Migrant students currently enrolled in Banks School. One ELL teacher is utilized one day per week at Banks School. She is shared with 4 other schools in the district. As new ELL students enroll, the ELL teacher is contacted to assess the student.

Each campus at Banks School has one SPED teacher. The SPED teacher assists teachers as needed and provides intervention for students with IEP's and 504's. Additionally, Special Education teachers co-teach with regular education teachers.

Banks School has several students who qualify for homeless status. Funds and assistance are available to these families for clothing and school supplies. Banks School offers Free Lunch for all students. Students are also provided means to attend field trips through school fundraisers and sponsors.

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.

The ELL Coach is available to translate student academic achievement results during scheduled parent-teacher conferences, IEP Meetings, or if meetings are requested by parents. Translation programs such as TransACT are also used to send documents home in student's native language.

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

Banks School experiences little teacher turnover. Openings usually occur when teachers retire or the school adds additional units due to an increase in student enrollment. We had 7 new hires at Banks School; however, 2 were teachers who transferred from other schools and 1 was a rehired teacher who had previously worked at Banks. Of these 7 hires, 2 were positions opened from retirements and 1 new position created this year.

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

This year Banks has only three teachers with less than five years of teaching experience. Of the 29 certified educators, 21 have at least 10 years teaching experience, 13 have 20 years or more. When teachers come to Banks, they tend to stay. Of our 29 certified educators, 12 have been teaching at Banks School for 10 years or more; 4 teachers have been at Banks School for 20 years or more. Our faculty has a combined total of 485 years teaching experience and 258 (53%) of those years have been at Banks School. The educational level at Banks School ranges from Bachelors to Doctorate. Two teachers have a doctorate, 1 administrator holds an Educational Specialist degree, 17 with Master's Degrees, and 8 Bachelors Degrees. Banks also has 1 National Board Certified teacher and 4 that are currently working toward NBCT.

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)?

Banks School experiences little turnover.

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

Data from academic assessments and the Teacher Needs assessment are use to determine professional development needs for the school. The Leadership team then forms a Professional Development Plan based off the results and analysis of all data.

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

Our Leadership team is instrumental in providing Professional Learning opportunities to assist teachers in the delivery of the standards as well as meeting the behavior and emotional needs of students. Staff and administrators will continue to participate in these trainings in order to effectively implement strategies in the classroom. Below is the professional development plan for the 2022-2023 school year: Banks School & Pike County Schools 2022-2023 Professional Development Educate Alabama Professional Learning Plans 1.

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.

Prior to the beginning of the school year, each certified new hire will participate in a two day New Teacher Orientation and Training provided by the Central Office staff.

Additionally, they will be assigned a mentor for their first school year. This experienced faculty member (mentor) will provide training and assistance on school policies and procedures. Mentors receive a stipend through Federal funds. Other faculty members will provide support based on their area of expertise. New teachers will also participate in on-going training throughout the school year from the central office staff.

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. Teachers are provided with release time to participate in some professional development activities and are given the opportunity to meet in grade-level meetings throughout the year to evaluate the process and to design instructional plans for students. Administration monitors teachers and classroom activity to evaluate the effective use of professional development. A list of on-going professional development for Banks teachers for the 2022-2023 school year can be viewed in Component 2, number 10.

1. BARR Model: Building Assets Reducing Risk (2.3,2.4, 5.2)

1. ComplianceDirector.org (2.4, 5.5)

1. Annalyn’s Law
2. Blood Pathogens
3. Child Sexual Abuse & Assault Awareness & Prevention
4. Code of Ethics
5. Crisis De-Escalation Communications
6. Ethical use of Social Media

7. FERPA/Data Privacy
8. Gifted
9. IEP Team Guidance for Student Assessment Determinations
10. IDEA Parental Rights
11. Internet Safety
12. Mandated Reporting
13. McKinney-Veto
14. Nursing/Health Updates
15. Sexual Harassment Awareness
16. Suicide Awareness & Prevention
17. Special ED
18. Title IX Regulations and Information

Computer Science (3.3, 3.7)

1. Educate Alabama & Educator Effectiveness (5.5)
2. Envisions Math Training (1.1, 1.4, 3.3)
3. Open Court Reading (1.1, 1.4, 3.3)
4. Schoology & PowerSchool (3.7, 3.8, 5.2, 5.5)
5. Mental Health Awareness Rochelle McKenney (1.5,
6. Retooling Essentials K-2 & SONDAY Reading Intervention Program Retooling (3.3)
7. Review Co-Teaching Models & Strategic Teaching Models (1.5, 2.4, 2.6, 4.8)

aimsWeb +Plus Overview (2.8, 2.10, 2.11)

LETRS Science of Reading (3.3,)

Data Meetings: (2.8, 2.9, 2.10, 2.11)

Sources of data: aimsWeb +Plus (K-6), STAR Reading (1-6), classroom tests, student grades (Ds & Fs), data disaggregation charts and boards

11. CLAS Leadership Institutes: Sessions are 9:00-12:30 .

October 6th (2.3, 2.4, 2.7)

Belonging and Bias: Theory and Practice

Prattville, AL & Virtual

Presenter: Hedreich Nichols

January 19th (4.7, 4.8, 5.5)

What's Been Going on in Special Education Law? The Year in Review

Prattville, AL & Virtual

Presenter: Julie Weatherly

February 10th (4.1, 5.2, 5.3)

Leading a High Reliability School

Prattville, AL & Virtual

Presenter: Julie Weatherly

March 2nd (2.4, 4.7)

Teach Social and Emotional Skills Through (not instead of) Daily Academics

Prattville, AL & Virtual

Presenters: Mike Anderson

April 19th 3.7. 3.8)

How to Effectively Use Technology as a School Educator

Prattville, AL & Virtual

Presenter: Dr. Melissa Shields

13. Professional Development @ PCH: (Dr. Carter will enter according to sign-in sheets)

14. eLearning classes: list of classes offered will be forwarded.

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 strategies include Kindergarten pre-registration, Kindergarten orientation for enrolled PreK students, and 8th grade tour to Pike County High 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?

Data from the State's annual assessments, locally made assessments, and other indicators of academic achievement are analyzed to determine if the school-wide program 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 provided for students who are not achieving at a rate determined to be adequate.

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.

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 completion of the data collection, analysis and evaluation, the Continuous Improvement Plan is revised if needed to ensure all the goals of the plan are meeting the changing needs of all students through committee meetings.

Walkthroughs are used to observe student engagement and teacher effectiveness and to ensure continued growth for all students of Banks 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.

Banks School's plan for federal programs has been developed and coordinated with the state and local program's plan. A comprehensive school budget is included in this Continuous Improvement Plan. State funding sources consist of Technology, Fee Replacement, Textbooks, Library Enhancement, Teacher- Allocation, and Professional Development. Federal funding consists of Title I, Part A, Title II, and Title VI and other funding sources will be used to supplement instruction, and other strategies as outlined in the Needs Assessment of the Continuous Improvement Plan. The coordination of these funding sources will help ensure all students meet state academic requirements.

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).

The Leadership Team will oversee the coordination of the programs that support student achievement and school wide goals. Input from faculty, staff, parents, and community stakeholders will play a vital role in the development and revision of the school wide goals.

Violence prevention is addressed in counseling classes, transition meetings are held for PreK, and 8th graders. Eighth graders also complete career interest inventories and participate in an annual Career Fair. Banks School also uses scientifically research-based reading and mathematics standards and programs, and teachers utilize the ARI Strategic Teaching strategies. A Positive Support Team (PST) is also in place to address academic and behavioral needs of students.

Students in grades Kindergarten and 4th-6th participate in the nutrition program through the Expanded Food and Nutrition Education Program (EFNEP). Banks School continues to receive the yearly grant from the Office of School Readiness in order to have a Pre-K class. Banks School has a continued partnership with East Central Mental Health and the Child Advocacy Center.

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))

Banks will host its annual Title 1 Parent Meeting on September 15, 2022. An invitation will be sent home by students and announcements will be made using the school district's website, Notify Me, School Messenger, exterior signs and parent newsletters. This event will also be posted on the home page of PowerSchool and www.banksschool.com. An agenda will be given to all parents present to include the following topics: What does it mean to be a Title I school, Parents Rights under Title I, Parental Involvement, School Achievement Data, Title I Funds, and Home/School Compact. Parents will also have an opportunity to give input on the 2022-2023 Parent Compact and Parent and Family Engagement Plans. The agenda and sign-in sheet will be retained for evidence of conducting this required meeting.

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.

Early each school year, Banks School establishes a meeting date to inform parents of Title 1 requirements and offerings. Parents are provided with a school calendar and contact information along with instructions about how meetings pertaining to Title I School improvements can be scheduled upon request. Meetings are available in whole groups, small groups, one to one and/or classroom visitation, community, parents and school. The amount of Parental Involvement funds are allocated each year according to the needs of parents and students. Banks School has an established calendar/schedule of events whereby we involve parents in on/off campus activities.

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).

Early each school year, Banks School establishes a meeting date to inform parents of Title I requirements and offerings. Parents are provided with a school calendar and contact information along with instructions about how meetings pertaining to Title I/School improvements can be scheduled upon request. Meetings are available in whole groups, small groups, one to one and/or classroom visitation, community, parents and school. During the meetings, parents are given an opportunity to ask questions and offer suggestions on school improvements.

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

Typically, the 1% is set aside and used for monthly school newsletters, Parent Connection Newsletters in all content areas, student supplies, parent resources, and brochures for fall and spring parent conference nights.

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))

Parents are provided information regarding programs, curriculum, assessments and expectations in the following ways: Banks School website, emails, written notices, progress reports/report cards, student planners, Notify Me, Code of Conduct, Compact for Learning, school report cards, PTO meetings, School Messenger, Parent/Teacher Conferences, Award/Assembly Programs, orientations, Parent Night/Open House, Take Home Folders and Parent Portal. Information is also provided to parents in their native language using TransAct.

Teachers send home a weekly newsletter for grades Pre-K through 8 to include information regarding homework, skills to be covered for the week, upcoming projects, and school events. Students at Banks School also take a folder home every Tuesday with graded papers and other school related information. Banks School also utilizes Remind, School Messenger, and Class Dojo to keep parents informed. Banks School has an open door policy and parents can request a meeting with teachers or administration at any time.

Parents are also given the opportunity to give input to the Continuous Improvement Plan (CIP) during the annually scheduled Title I Parent Meeting and other CIP Team meetings throughout the year. Pike County Schools provide two parent conference nights each year, one in October and one in March. During both meetings various parent workshops will be presented to parents. The tentative fall schedule is as follows: PowerSchool Parent Portal, Special Education Parenting Partnerships, Bullying, Reading Strategies K-6, Tech Tools, and Math Strategies.

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 School-Parent Compact has been jointly developed by designated school staff and Title I parents. Banks School requires teachers, parents, and students to sign the School-Parent Compact at the beginning of each school year. The compact's purpose is to develop a shared responsibility between teachers, students, and

parents in order to improve students academic achievement. Some of the areas in the Compact are homework, school attendance, parent-school communication/interaction, behavior and other responsibilities. The Compact for Learning is discussed at the annual Title I Parent Meeting and parents are asked for input.

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

Parents are brought in during the preparation of the Continuous Improvement Plan. Their input and feedback are welcomed and appreciated. Also parents are encouraged to express concerns either by written communication, email, phone calls or school conferences. As a general preference, parents should schedule an appointment with the principal to address any concerns; however, the principal maintains an Open Door policy for all concerned parents

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.

Parents are encouraged to play an active role in their child's education. Banks School offers various opportunities for parents to be informed about content and achievement standards, assessments, Title I Rights, and how to monitor their child's progress and work with teachers. Some of these opportunities include: PTO meetings, parent nights, written notices, computer communications, testing results, report card conferences held twice a year, and progress reports.

Banks School also offers activities for grade levels: Student Presentations (PreK-8th grade), parent meals held twice a year, and Grandparent's Day (Pre-K through 8). Parents are provided weekly newsletters from their teachers informing them of weekly skills, school events, homework, tests and/or projects for the week. Teachers also communicate via school phone, email, text messages, Remind, and scheduled parent conferences. Banks School maintains an open door policy and parents may visit the school at their most convenient time. Banks School is committed to assisting parents in any way possible to help their child be successful. Parents are provided with materials and training in the areas of literacy, math, technology, and community resources during the Fall and Spring Parent Conferences.

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.

Banks School will work to build capacity for parental involvement. Parents are invited to serve as members of the Continuous Improvement Plan Team. These parents will offer feedback on the Parental Involvement Plan, School-Parent-Student Compact for Learning and proposed workshops for October Report Card Conference Night.

Secondly, parents are asked each year during the spring to complete surveys. This data is used to improve all services relating to our students and parents. Banks School is committed to the school's mission of developing confident, productive, college and career ready graduates. Our parents are our greatest asset in accomplishing this mission. Therefore, parents are consistently provided weekly newsletters from their students' teachers which inform them about school events, homework, tests, and/or projects for that week. Teachers post newsletters on the Banks School website. Teachers also communicate via school phone, email, text messaging, Remind, Class Dojo, and conferences as needed or required. Conferences are scheduled during the most convenient time for 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.

Banks School will continue its efforts, through in-service, faculty meetings, system-level meetings and grade-level meetings to improve parent-school involvement and to stress the importance of parental involvement. We will utilize community and school organizations, such as the Parent Expo, PTO, 4-H and the Pike Regional Child Advocacy Center, to help increase parental involvement. Parents will be invited to serve as members of our Continuous Improvement Plan and their input and feedback will be welcomed and appreciated.

Banks School will also provide parents with progress reports every 4 1/2 weeks and report cards every 9 weeks. Parents will also have the opportunity to meet with teachers or administration during the report card conference nights which are held in October and March from 1-7 p.m. During these conferences, parents will have the opportunity to discuss student progress, attendance, and behavior. Parents will also have the opportunity to attend parent workshops that discuss the following: literacy, mathematics, bullying, and tech tools.

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.

Information related to school and parent programs is available in native languages for ELL parents and student through Trans Act. Our System also has a full time ELL Coach to assist parents as well. Newsletters and notices are sent home weekly to keep parents informed on student academics and upcoming school events. Banks School makes every effort possible to schedule meeting times to accommodate the parents. Calendars are checked for conflicts with community organizations, and meetings and Open Houses are scheduled after local major business hours.

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.

Informative literature regarding parent involvement is available in the Counselor's office. School plans, such as the Safety Plan and the Continuous Improvement Plan, are also available for parents to view as desired. Parents will have the opportunity to participate in a Parent Expo, which will provide informative literature, materials to assist in academic achievement and the opportunity to see how the community is involved with the Pike County School System.

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))

Banks School makes every effort to accommodate the special needs of parents and/or families. Both campuses are handicapped accessible for families with disabilities. Banks School communicates with families by internet usage, phone calls, written notices, home visits and/or parent conferences. Written notices are written in a clear and concise manner to assist in helping parents with poor literacy skills. Banks School employs two special education teachers, and paraprofessional to assist students with disabilities and their parents. The district employs a full-time psychometrist to assist with referrals and reevaluations. The district has also employed a full-time behavior specialist. During the fall and spring parent conference nights, special education teachers provide workshops for parents of students with disabilities. Information related to school and parent programs is available in native languages for ELL parents and student through Trans Act. Our system also has a full time ELL Coach to assist parents.

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



 Banks School Budget 2022-23

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)
 Banks School Budget 2022-23		.
 Banks School Parent Compact 2022-23		.