ACIP

Lacey's Spring Elementary School

Morgan County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Lacey's Spring School is a Pre-K-8 school-wide Title I school in the unincorporated community of Lacey's Spring, Alabama. Lacey's Spring is in northeast Morgan County. Our community is on the outskirts of the neighboring city of Huntsville, Alabama. Our close proximity to Huntsville gives residents access to shopping, entertainment, cultural events, and other activities. Our school is comprised of 317 students, 22 full-time certified teachers, 4 part-time certified teachers, and 17 support personnel. Currently, 100% of our teachers are highly qualified. Licensed staff range from first-year teachers to those with over 30 years of experience. Our student population is 73% free or reduced lunch. We have a growing Hispanic population of 20%. Lacey's Spring is a rural community and is faced with the challenges of increasing poverty among its residents and the absence of a strong economic or industrial base. We have the support of several local small businesses and our Partner in Education, The Rogers Group.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The motto of Morgan County Schools is "Every child a graduate. Every graduate prepared to lead." Lacey's Spring School's motto for this, and the next several years is #wesoar - indicating a commitment to excellence and high achievement. Our mission is simple and drives our instructional practices daily: "We want every child to meet or exceed grade-level standards through positive relationships and outstanding instruction."

Students in elementary classrooms are focusing intently on reading proficiency and mastering key math standards. These goals are achieved through protected reading and math blocks and intervention times as well as through programs supported by the Alabama Reading Initiative and the Alabama Math Science and Technology Initiative.

Junior High students are challenged through advanced course offerings within the Laying the Foundation curriculum, a portion of A+ College Ready intended to prepare our students for Advanced Placement Courses in High School. Furthermore, these students are exposed to 21st-century skills through coding, mass media applications, and Google Apps for Education.

All students receive one on one attention from a faculty advisor who is their primary point of contact in the school as well as the primary point of contact for their parents.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Recently, over 58% of our students scored at or above average on the math portion of the Scantron Performance Series. Additionally, over 60% of our fifth-grade students met their target growth score for the year.

Math performance in our junior high has been a weak area of report over the last several years with 83% of our sixth-grade students, and 78% of our 8th-grade students scoring at or below average on the Math portion of the Scantron Performance Series.

While our reading scores must be considered a weakness - more than 50% of students at each grade level scored below average - our instruction is improving. Last year, more than 65% of our total population met their target growth on the Scantron performance series.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Lacey's Spring School and the surrounding community is a tight-knit group of individuals who daily face interesting challenges. We are a high-poverty area with a large migrant/transient population.   The high number of veteran teachers who have spent their careers at Lacey's Spring School provide a consistency for the children, families, and community. We strive daily to provide high quality instruction while also being mindful of the whole child, the whole parent, and the whole community.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders, which include the principal local technology representative, local school technology committee, Title I Committee and parents, meet twice a year to discuss the goals and objectives for the following year. At each meeting the committee discusses the current progress being made at the district as well as the progress at our local school. Technical knowledge is shared among the stakeholders with an emphasis on the "Next Steps", which will provide technology resources for Lacey'Spring School. These resources will allow students at Lacey's Spring School to be competitive in a global economy. The school technology representative meets regularly with the District Technology Director to assess the specific needs of our school and to develop strategies that will meet those needs. The school technology director then relays the needs and strategies to the school technology committee during biannual meetings. Finally, the school technology representative emails the District Technology Director will information and updates that will help in facilitating full engagement of resources within the school and district that will assist in student achievement.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All stakeholders participate in the development of the improvement plan by evaluating current and emerging technologies specific to the area in which they represent. Each stakeholder discusses current needs and develops strategies to meet those needs. Lacey's Spring School strives to have 100 percent participation by our stakeholders.
The 2018-2019 Lacey's ACIP Committee is comprised of the following people:
Patrick Patterson, Director of Secondary Education
Matt Adams, Principal
Jessica Barnes, Counselor
Katy Broom, 1st Grade
Kimberly Bryant, Junior High
Diane Ryan, Sp.Ed.
Paula Phillips, Reading Specialist
Cheryl Hall, 3rd Grade

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan is submitted to the district level for approval. Once the plan is accepted by the district level, it is then sent to the state for approval. After the plan has been approved at all levels, the committee makes a copy of the plan and it is placed in various locations on the school campus for parents and stakeholders to read. All parents and other stakeholders receive a copy of the summary of the plan and it is posted on our website and referred to on social media.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The data submitted is current up to the 2017-2018 school year. The assessments are purchased in the school district in order for our school to track growth and progress of our students. Students in K-3 were administered the DIBELS test three times during the year (fall, winter, and spring). Students in grades 3-8 took the Scantron Performance Series battery of tests.	

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Our kindergarten students scored 91% proficient on the 2017 - 2018 Spring DIBELS assessment.

68% of our fourth-grade students scored above average on the Scantron Performance series.

Describe the area(s) that show a positive trend in performance.

Our DIBELS scores have been steadily improving in kindergarten, especially with regard to nonsense word fluency. We also continue to improve in our first-grade classes.

Math and reading in lower grades (3-4) are beginning to show slow but steady improvement on the Scantron Performance Series.

Which area(s) indicate the overall highest performance?

Our overall highest performance is Nonsense Word Fluency on Kindergarten DIBELS; we are also strong in 4th-grade math with 58% of our students scoring above the fiftieth percentile.

Which subgroup(s) show a trend toward increasing performance?

Our special education student traditionally score lower on standards-based, summative assessments. We have, however, noticed an upward trend in reading performance among this subgroup.

Additionally, our hispanic students are showing increased growth on the mathematics sub-test.

Between which subgroups is the achievement gap closing?

Based on summative assessment data, the achievement gap is closing between our Hispanic population and our general population.

Which of the above reported findings are consistent with findings from other data sources?

The findings are consistent with the data from the ACCESS 2.0 test, which shows some students in our Hispanic subgroup improved in reading.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

We consistently, across all subgroups, score below state and national averages in Mathematics.

Describe the area(s) that show a negative trend in performance.

Junior High (6-8)

Which area(s) indicate the overall lowest performance?

TBD

Which subgroup(s) show a trend toward decreasing performance?

TBD

Between which subgroups is the achievement gap becoming greater?

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Which of the above reported findings are consistent with findings from other data sources?

WIDA ACCESS Scores also show a weakness in Writing and Reading scores for that subgroup.

ACT Aspire
Class of 2025 Reading proficiency decreased from 36% in 3rd grade to 25% in 4th grade.
Class of 2022 Reading proficiency decreased from 28% in 6th grade to 27% in 7th grade.

Class of 2025 Math proficiency decreased from 60% in 3rd grade to 52% in 4th grade.
Class of 2024 Math proficiency decreased from 36% in 4th grade to 34% in 5th grade.
Class of 2022 Math proficiency decreased from 39% in 6th grade to 18% in 7th grade.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
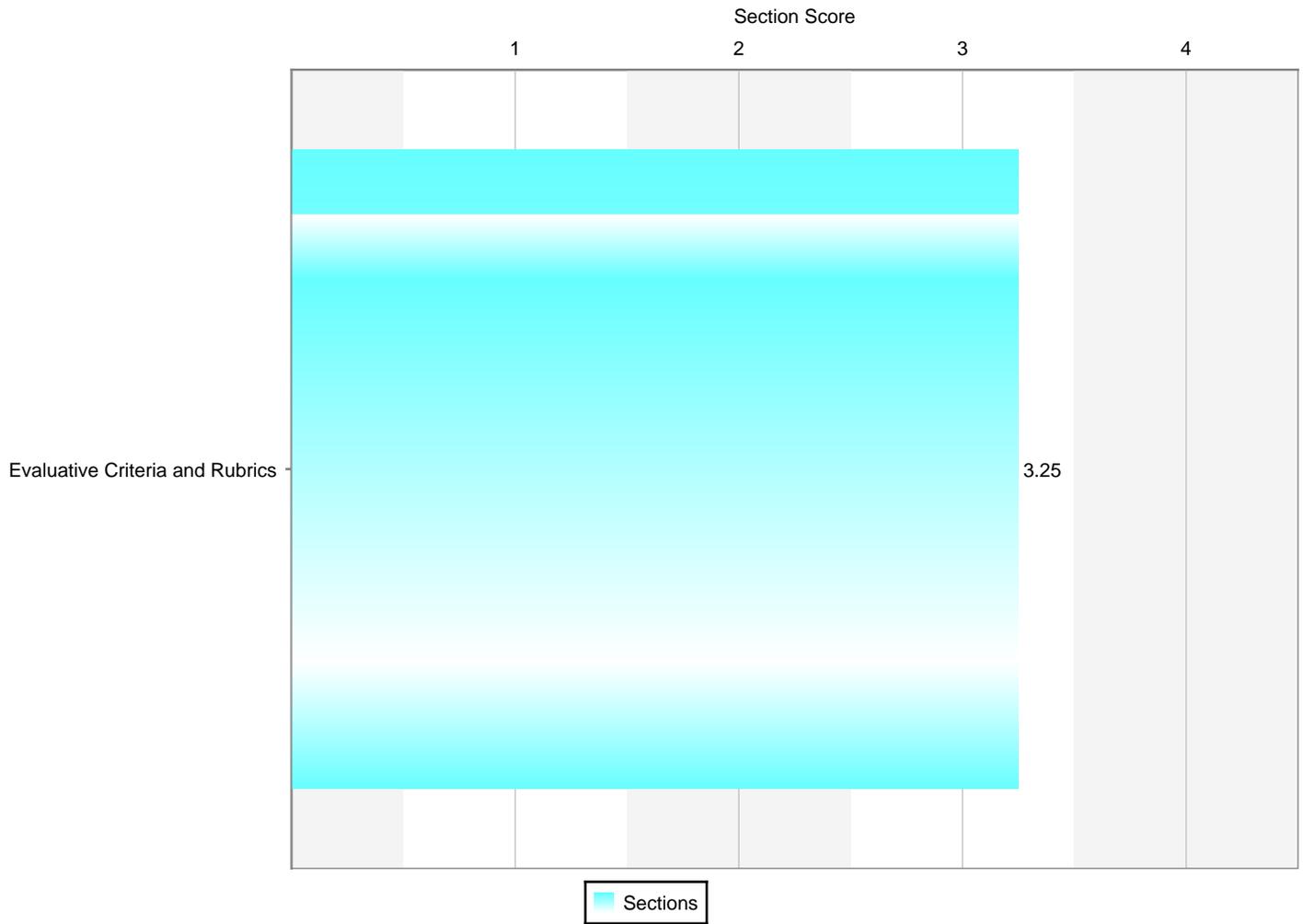
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The Building Leadership Team has met and reviewed data to determine achievement and improvements for the school.	CIP Sign In Sheet

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	In accordance with our district policy, Morgan County, School System does not discriminate on the basis of race, color, origin, sex, age or disability in admission or in access to, or in treatment or employment in, its programs and activities.	LSS Equal Rights Policy 2017-2018

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Matt Adams, Principal 48 School Road Lacey's Spring, AL 35754 256-881-4460	LSS Assurance

Label	Assurance	Response	Comment	Attachment
4.	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	The Parent Involvement Plan is sent to parents at the beginning of the school year. Parents are given the opportunity to suggest changes to the plan at any of our parent meetings during the school year. Parents are encouraged to be involved in the success of our school.	Parent Engagement Plan

Label	Assurance	Response	Comment	Attachment
5.	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	The School-Parent Compacts are sent home to the parents at the beginning of the school year. Parents, students, and teachers sign the compacts thus making the document a reminder of what all parties have agreed upon. These documents are kept in the classroom for the school year. The compacts are the kept in the student's permanent record after the current school year.	Compact 17-18

2018-2019 Plan for ACIP

Overview

Plan Name

2018-2019 Plan for ACIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Advisor - Advisee Program (Local Indicator for District and School)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
2	Improve parent and student engagement.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$2200
3	Students at Lacey's Spring School will meet or exceed state-level standards for Reading.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$1600
4	Students at Lacey's Spring School will meet or exceed state-level standards for Mathematics.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$0
5	ATSI	Objectives: 4 Strategies: 4 Activities: 7	Academic	$100000

Goal 1: Advisor - Advisee Program (Local Indicator for District and School)

Measurable Objective 1:

complete a portfolio or performance Increase the Average Daily Attendance rate by 3%, from 93% to 96% by 05/25/2017 as measured by Average Daily Attendance rate for the year..

Strategy 1:

Monitoring students by advisory - Students will be monitored for proper attendance and academic performance every mid and full 9 weeks. Advisory teachers will contact guardians as needed to discuss barriers to learning or attending. Throughout the year, advisory teachers will meet one on one with students to discuss private or personal needs and relay these needs to school counselor or administration.

Category: Implement Guidance and Counseling Plan

Research Cited: The central office of Morgan County Schools mandates this program.

Activity - Mentoring Call Logs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisors will submit a monthly call log and submit to school administration.	Behavioral Support Program, Parent Involvement, Academic Support Program, Recruitment and Retention	08/10/2016	05/25/2017	$0	No Funding Required	All classroom teachers.

Goal 2: Improve parent and student engagement.

Measurable Objective 1:

collaborate to directly engage our parents of students in all grade levels with authentic, necessary, and relevant opportunities to participate in student activities by 05/24/2018 as measured by participant attendance will be measured at school events by signature pages and the frequency of two-way communication each month between parents and teachers..

Strategy 1:

Student Advisory - Advisory teachers will contact parents on their children's progress at least once per month. Two way, meaningful communication between family members and school staff, to the extent practicable, in a language that family members can understand. First contact (first month of school) should be by phone or in person. After that, communication to occur once per month via parent preferred communication means (example: phone, email). Contact logs to be kept at the local school. Contact logs to be submitted to the school administrator once a month.

Category: Develop/Implement Learning Supports

Research Cited: McClure, L. V., Yonezawa, S., & Jones, M. (2010). Can school structures improve teacher-student relationships? The relationship between advisory programs, personalization and students' academic achievement. education policy analysis archives, 18, 17.

Activity - Parent Teacher Conference Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend conferences on campus at times throughout the workday and evening.	Parent Involvement	10/24/2018	10/24/2018	$0	No Funding Required	Administrator, counselor, teaching faculty

Activity - Violin Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade advisory groups will participate in weekly violin lessons Huntsville Symphony Orchestra, increasing community access to fine arts programs, encouraging student engagement in music and the arts, and further strengthening our academic program.	Extra Curricular	02/05/2018	02/28/2018	$700	District Funding	Janna Parker, Courtney Maxwell

Strategy 2:

Parent and Family Nights - These events provide after-hours engagement. This allows parents freedom to explore the curriculum in their child's courses and gain a deeper understanding of the school's vision.

Measurement: We will record activities, dates of activities, and archive parent sign-in sheets during the 2018-2019 school year.

Category: Develop/Implement Learning Supports

Research Cited: Warren, M. R., Hong, S., Rubin, C. L., & Uy, P. S. (2009). Beyond the bake sale: A community-based relational approach to parent engagement in schools. Teachers college record, 111(9), 2209-2254.

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Open House will be held on Sunday, August 6, 2017. We will offer one session for Hispanic families and another session for English-families. This idea is directly from advice given by Hispanic mothers.	Parent Involvement	08/06/2017	08/06/2017	$0	No Funding Required	Administrators, teachers, classified staff.

Activity - STEM Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM Night will be held in September 2017. This night will allow parents to see firsthand math concepts in action and to participate in stations along with their children.	Parent Involvement	09/27/2018	09/27/2018	$1500	Title I Part A	Administrator, Teachers, Classified Staff

Activity - Art Show	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Lacey's Spring Art Show is held each Spring. We offer an evening of engaging exhibits for parents to observe and interact with student art. We also offer stations for parents to create art within the same mediums used by students.	Parent Involvement	05/06/2019	05/06/2019	$0	No Funding Required	Administrators, Teachers, Classified Staff

Goal 3: Students at Lacey's Spring School will meet or exceed state-level standards for Reading.

Measurable Objective 1:

75% of All Students will demonstrate student proficiency (pass rate) on DIBELS (Grades K-2) and Scantron Performance Series (Grades 3-8) in Reading by 05/24/2019 as measured by these summative assessments..

Strategy 1:

Protected Reading Instruction - Students grades K-5 will begin their day with a 90-minute protected reading block. This block will be used to focus on the "big five" of reading instruction: fluency, phonics, vocabulary, phonemic awareness, and comprehension.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with small groups of students grouped according to skill deficiencies and fluency to provide high-level direct instruction to each child	Direct Instruction	08/01/2018	05/31/2019	$0	No Funding Required	Classroom teachers, reading coach, principal

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive vocabulary instruction, both academic and otherwise, through a variety of sources including word walls, direct instruction, passage fluency and comprehension, and programs like Exact Path, Study Island, and Flocabulary.	Technology, Direct Instruction	08/01/2018	05/31/2019	$1600	Title I School Improvement (ISI)	Classroom teachers

Strategy 2:

Reading Intervention - A daily, thirty-minute reading intervention block will be built into each students schedule allowing for remediation of specific skill gaps. These skill gaps will be assessed, remediated across grade levels, and reassessed allowing for targeted improvement and fluidity among skill groups.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Ensure the efficacy of local PST 2. Utilize universal screening 3. Provide reading differentiation for each student 4. Use data to identify job-embedded teacher professional development, time, and resources 5. Protect time for foundational beginning reading and literacy 6. Analyze resources for reading and literacy effectiveness	Academic Support Program	08/06/2018	05/24/2019	$0	No Funding Required	Teachers Principals

Goal 4: Students at Lacey's Spring School will meet or exceed state-level standards for Mathematics.

Measurable Objective 1:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate student proficiency (pass rate) on Scantron Performance Series in Mathematics by 05/24/2019 as measured by this summative assessment..

Strategy 1:

Protected Math Instruction - Students grades K-5 will have built into their schedule a daily protected math block. This block will be used to focus on intensive, high-quality math instruction designed to increase student proficiency with regard to grade-level standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - Exact Path	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exact Path Student assessment and learning path will be utilized weekly to address skill gaps and promote student achievement and growth	Technology	08/06/2018	05/24/2019	$0	District Funding	Classroom Teachers, Guidance Counselor

Strategy 2:

Math Intervention - A daily, thirty-minute mathematics intervention block will be built into each students schedule allowing for remediation of specific skill gaps. These skill gaps will be assessed, remediated across grade levels, and reassessed allowing for targeted improvement and fluidity among skill groups.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - Exact Path	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Exact Path Student assessment and learning path will be utilized weekly to address skill gaps and promote student achievement and growth.	Technology, Academic Support Program	08/20/2018	05/24/2019	$0	District Funding	Teachers, Administration

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Ensure the efficacy of local PST 2. Utilize universal screening 3. Provide mathematics differentiation for each student 4. Use data to identify job-embedded teacher professional development, time, and resources 5. Protect time for foundational mathematics skills and literacy 6. Analyze resources for mathematical effectiveness	Academic Support Program	08/01/2018	05/24/2019	$0	No Funding Required	Teachers, Administration, Counselor, Instructional Coach

Goal 5: ATSI

Measurable Objective 1:

100% of Students with Disabilities students will demonstrate a proficiency equal to all students in Reading by 12/20/2019 as measured by the ALSDE report card.

Strategy 1:

iRead, System 44, Read 180 - Teacher and student will use iRead, System 44 and Read 180 as designed to support student learning.

Category: Develop/Implement Learning Supports

Activity - iRead, System 44, Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement approximately 15 minutes of direct instruction, 20 min of Technology, and 15 minutes of independent reading.	Technology, Direct Instruction, Academic Support Program	02/19/2019	12/20/2019	$25000	Other	Superintendent Director of Special Education Director of Federal Programs Director of Elementary Education Director of Secondary Education Principals Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Data Meetings for Accountability	Academic Support Program, Professional Learning	02/19/2019	06/01/2020	$0	No Funding Required	Director of Secondary Ed Director of Elementary Ed Principals

Measurable Objective 2:

100% of Hispanic or Latino students will demonstrate a proficiency equal to all students in Reading by 12/20/2019 as measured by the ALSDE report card.

Strategy 1:

Focus on Vocabulary Instruction - Teachers will utilize best-practice vocabulary instruction to be measured by a teacher-generated pre/post-test system.

Category: Develop/Implement Learning Supports

Research Cited: https://www.lexialearning.com/sites/default/files/resources/Brochure-%20Lexia%20Research%20Brochure.pdf

Activity - Pre-test / Post test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher generated Pre-test / Post-test	Direct Instruction	02/19/2019	12/20/2019	$0	No Funding Required	Superintendent Director of Special Education Director of Federal Programs Director of Elementary Ed Director of Secondary Ed Principals Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Monthly Data Meetings for Accountability	Academic Support Program	02/19/2019	12/20/2019	$0	No Funding Required	Superintendent Director of Special Education Director of Federal Programs Director of Elementary Ed Director of Secondary Ed Principals Teachers

Measurable Objective 3:

100% of Economically Disadvantaged students will demonstrate a proficiency equal to all students in Reading by 12/20/2019 as measured by the ALSDE report card.

Strategy 1:

Mentoring/Advisory - Advisory teachers will work daily to build positive, supportive relationships with their students. Advisory will occur daily and include individual conversations, phone calls to parents, follow-up with teachers and students. This will serve to provide each student a connection within the school.

Category: Develop/Implement Student and School Culture Program

Activity - Mentoring/Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring/Advisory Program	Behavioral Support Program, Parent Involvement, Academic Support Program	08/01/2018	06/01/2019	$0	No Funding Required	Superintendent Director of Secondary Ed Director of Elementary Ed Director of Special Ed Director of Federal Programs Principals Teachers

Measurable Objective 4:

100% of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency equal to all students in Mathematics by 12/20/2019 as measured by the ALSDE report card.

Strategy 1:

Math IXL - The Continuous Diagnostic is a fresh, modern approach to assessment. IXL's Continuous Diagnostic is virtually invisible: by interweaving diagnostic questions into regular skill practice, IXL can accurately assess students with no testing time needed. With up-to-the-minute information always on hand, teachers know

exactly how to support their students every day.

IXL has spent 11 years building a comprehensive curriculum, and with 7,500+ skills, IXL can support nearly any learning need from pre-K to 12th grade. Using insights from both student work in the curriculum and the Continuous Diagnostic, IXL also provides students with personalized guidance that ensures they are always working on the exact skills they need to excel.

IXL Analytics integrates with the Continuous Diagnostic and the curriculum to uncover insights that make truly data-driven instruction possible. For teachers, Analytics means better data and actionable next steps for impacting student learning. For administrators, Analytics for School leaders delivers up-to-the-minute data on teacher engagement and student growth, so you can ensure that every classroom is meeting the goals you've set for IXL.
Category: Develop/Implement Learning Supports
Research Cited: : https://www.ixl.com/membership/administrators/research

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL's integrated personalized learning platform helps you meet every student's unique needs. The Continuous Diagnostic is a fresh, modern approach to assessment. IXL's Continuous Diagnostic is virtually invisible: by interweaving diagnostic questions into regular skill practice, IXL can accurately assess students with no testing time needed. With up-to-the-minute information always on hand, teachers know exactly how to support their students every day. Comprehensive curriculum and guidance, and Actionable analytics	Academic Support Program	02/19/2019	12/20/2019	$75000	District Funding	Superintendent Director of Secondary Education Director of Elementary Education Director of Federal Programs Principals Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly data meetings to monitor progress	Academic Support Program	02/19/2019	06/01/2020	$0	No Funding Required	Director of Secondary Ed Director of Elementary Ed Principals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
iRead, System 44, Read 180	Teachers will implement approximately 15 minutes of direct instruction, 20 min of Technology, and 15 minutes of independent reading.	Technology, Direct Instruction, Academic Support Program	02/19/2019	12/20/2019	$25000	Superintendent Director of Special Education Director of Federal Programs Director of Elementary Education Director of Secondary Education Principals Teachers
				Total	$25000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Night	STEM Night will be held in September 2017. This night will allow parents to see firsthand math concepts in action and to participate in stations along with their children.	Parent Involvement	09/27/2018	09/27/2018	$1500	Administrator, Teachers, Classified Staff
				Total	$1500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Exact Path	Exact Path Student assessment and learning path will be utilized weekly to address skill gaps and promote student achievement and growth.	Technology, Academic Support Program	08/20/2018	05/24/2019	$0	Teachers, Administration

Exact Path	Exact Path Student assessment and learning path will be utilized weekly to address skill gaps and promote student achievement and growth	Technology	08/06/2018	05/24/2019	$0	Classroom Teachers, Guidance Counselor
IXL	IXL's integrated personalized learning platform helps you meet every student's unique needs. The Continuous Diagnostic is a fresh, modern approach to assessment. IXL's Continuous Diagnostic is virtually invisible: by interweaving diagnostic questions into regular skill practice, IXL can accurately assess students with no testing time needed. With up-to-the-minute information always on hand, teachers know exactly how to support their students every day. Comprehensive curriculum and guidance, and Actionable analytics	Academic Support Program	02/19/2019	12/20/2019	$75000	Superintendent Director of Secondary Education Director of Elementary Education Director of Federal Programs Principals Teachers
Violin Lessons	Third grade advisory groups will participate in weekly violin lessons Huntsville Symphony Orchestra, increasing community access to fine arts programs, encouraging student engagement in music and the arts, and further strengthening our academic program.	Extra Curricular	02/05/2018	02/28/2018	$700	Janna Parker, Courtney Maxwell
				Total	$75700	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Instruction	Students will receive vocabulary instruction, both academic and otherwise, through a variety of sources including word walls, direct instruction, passage fluency and comprehension, and programs like Exact Path, Study Island, and Flocabulary.	Technology, Direct Instruction	08/01/2018	05/31/2019	$1600	Classroom teachers
				Total	$1600	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Pre-test / Post test	Teacher generated Pre-test / Post-test	Direct Instruction	02/19/2019	12/20/2019	$0	Superintendent Director of Special Education Director of Federal Programs Director of Elementary Ed Director of Secondary Ed Principals Teachers
Small Group Instruction	Teachers will work with small groups of students grouped according to skill deficiencies and fluency to provide high-level direct instruction to each child	Direct Instruction	08/01/2018	05/31/2019	$0	Classroom teachers, reading coach, principal
Mentoring/Advisory	Mentoring/Advisory Program	Behavioral Support Program, Parent Involvement, Academic Support Program	08/01/2018	06/01/2019	$0	Superintendent Director of Secondary Ed Director of Elementary Ed Director of Special Ed Director of Federal Programs Principals Teachers
Data Meetings	Monthly data meetings to monitor progress	Academic Support Program	02/19/2019	06/01/2020	$0	Director of Secondary Ed Director of Elementary Ed Principals
Open House	Open House will be held on Sunday, August 6, 2017. We will offer one session for Hispanic families and another session for English-families. This idea is directly from advice given by Hispanic mothers.	Parent Involvement	08/06/2017	08/06/2017	$0	Administrators, teachers, classified staff.
Art Show	The Lacey's Spring Art Show is held each Spring. We offer an evening of engaging exhibits for parents to observe and interact with student art. We also offer stations for parents to create art within the same mediums used by students.	Parent Involvement	05/06/2019	05/06/2019	$0	Administrators, Teachers, Classified Staff

Mentoring Call Logs	Advisors will submit a monthly call log and submit to school administration.	Behavioral Support Program, Parent Involvement, Academic Support Program, Recruitment and Retention	08/10/2016	05/25/2017	$0	All classroom teachers.
Parent Teacher Conference Day	Parents will be invited to attend conferences on campus at times throughout the workday and evening.	Parent Involvement	10/24/2018	10/24/2018	$0	Administrator, counselor, teaching faculty
Data Meetings	Monthly Data Meetings for Accountability	Academic Support Program, Professional Learning	02/19/2019	06/01/2020	$0	Director of Secondary Ed Director of Elementary Ed Principals
RTI	1. Ensure the efficacy of local PST 2. Utilize universal screening 3. Provide reading differentiation for each student 4. Use data to identify job-embedded teacher professional development, time, and resources 5. Protect time for foundational beginning reading and literacy 6. Analyze resources for reading and literacy effectiveness	Academic Support Program	08/06/2018	05/24/2019	$0	Teachers Principals
RTI	1. Ensure the efficacy of local PST 2. Utilize universal screening 3. Provide mathematics differentiation for each student 4. Use data to identify job-embedded teacher professional development, time, and resources 5. Protect time for foundational mathematics skills and literacy 6. Analyze resources for mathematical effectiveness	Academic Support Program	08/01/2018	05/24/2019	$0	Teachers, Administration, Counselor, Instructional Coach

Data Meetings	Monthly Data Meetings for Accountability	Academic Support Program	02/19/2019	12/20/2019	$0	Superintendent Director of Special Education Director of Federal Programs Director of Elementary Ed Director of Secondary Ed Principals Teachers
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was not met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represent the populations served by the institution.	

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The staff survey showed the greatest satisfaction with a composite score of 4.4.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Middle school students showed a trend in increasing satisfaction.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Staff approval findings are consistent with reports from previous years of AdvancED surveys.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Elementary student reports showed the lowest level of satisfaction (2.82).

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Student understanding of school-wide goals and plans is limited and appears to be an area in need of approval.

What are the implications for these stakeholder perceptions?

Students should be included in the development of school initiatives and goals.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Informal feedback often shows that students are quite unclear regarding the purpose and plan of many school initiatives. Elementary students are not routinely given opportunities for collaboration on school improvement. The low level of satisfaction reported correlates with standard practice at Lacey's Spring School.

Report Summary

Scores By Section

Section Score

1 2 3 4

Evaluative Criteria and Rubrics — 2.5
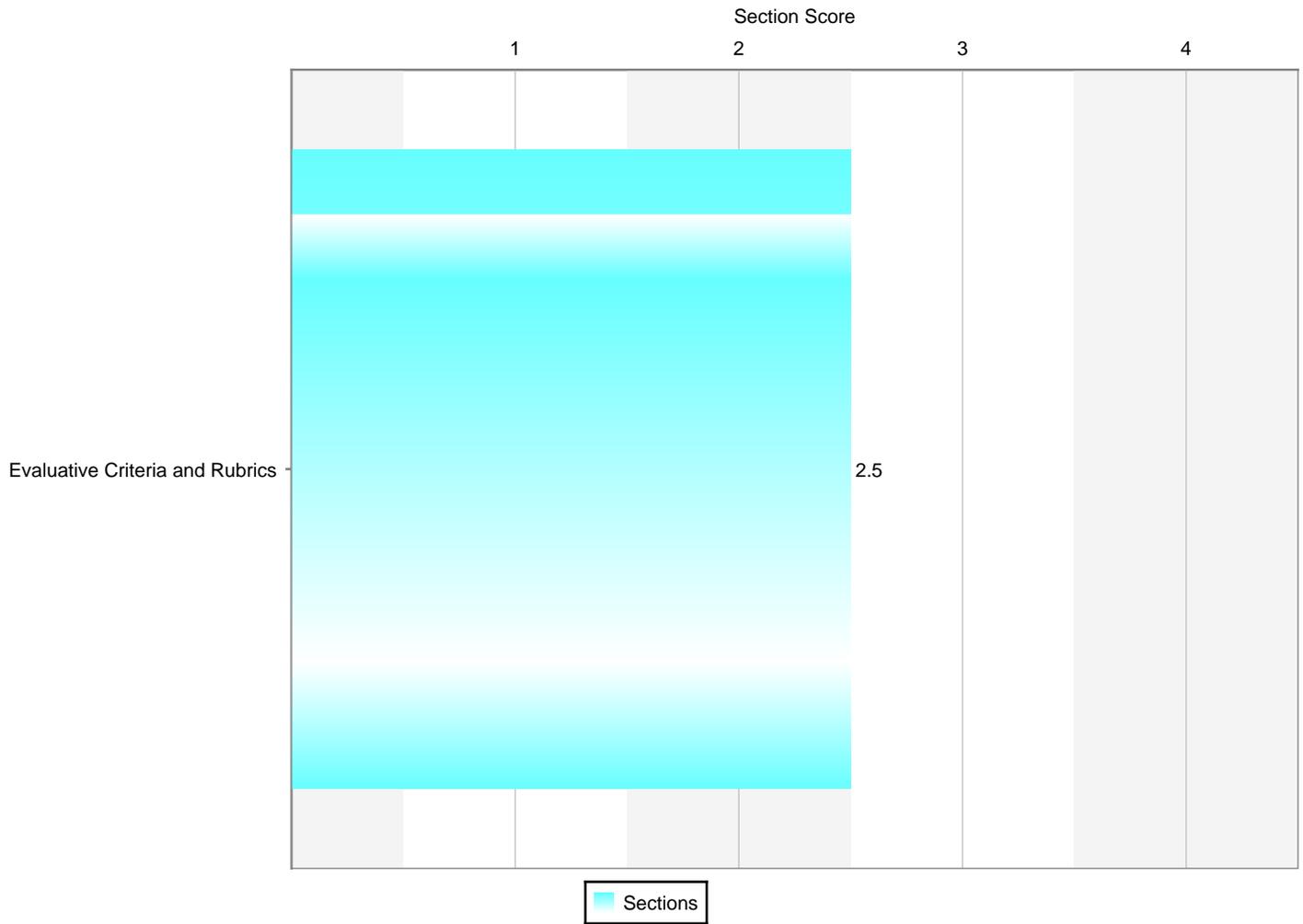
Sections

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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

How was the comprehensive needs assessment conducted?

The leadership team gathered assessment reports from the prior year. Assessment scores from the previous three years were analyzed to show notable achievements and decreasing achievement gaps. The team then checked to ensure we were in alignment with the current assessment's results. Upon identifying achievement gaps, strategies, goals, and action plans were developed according to school needs. The leadership team meets periodically during the school year to continue reflection on student and school needs. Data analysis is an ongoing process that teachers discuss during monthly grade level and/or data meetings.

What were the results of the comprehensive needs assessment?

DIBELS
Kindergarten -
First -
Second -

Scantron Performance Series

What conclusions were drawn from the results?

According

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

After analyzing information, as a faculty, we were able to conclude that while our students continue to increase in performance we need to continue a rigorous focus on individual student growth in reading and in math.

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

The goals for Lacey's Spring School are built as strategies to drive instruction for the 2018-2019 school year. These goals are chosen because the data shows a need for improvement or performance in that standard. To ensure our school's success as a staff, we believe these goals have to be a priority for all students.

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

The analysis of our data is at first focused on the results of the assessments that are given during the year. The leadership also looks at data from weekly/unit reading comprehension tests, and comprehensive math assessments. All data is compared to previous information and analyzed to show growth and gaps. As a leadership team, we feel that the staff has a good vision for continuing to show achievements in all standards and a clear understanding of the achievement gaps. There is a good vision for what we need to do as a team to close the gaps using the goals, strategies, and action plan.

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

We feel that every student is important at Lacey's Spring School. Through our goals, strategies, and actions using our best instructional practices, we intend to provide success and achievement for all students. Our teachers are able to accomplish this through the use of differentiated instruction and small-group instruction. The use of instructional support is provided by resource teachers in reading and math.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Improve parent and student engagement.

Measurable Objective 1:

collaborate to directly engage our parents of students in all grade levels with authentic, necessary, and relevant opportunities to participate in student activities by 05/24/2018 as measured by participant attendance will be measured at school events by signature pages and the frequency of two-way communication each month between parents and teachers..

Strategy1:

Provide Transportation for parents - Parents who cannot attend traditional school functions will be offered transportation to and from the event. Prior to events, the

school will communicate information regarding the event and how parents can schedule transportation if needed. If applicable, the district office will arrange the appropriate transportation.

Category: Develop/Implement Professional Learning and Support

Research Cited: Lee, J.S.; Bowen, N. (2016). Parent Involvement: Cultural capital, and the achievement gap among elementary school children. American Educational Research Journal; Vol.43:2; pp. 293-218.

Activity - Scheduling Transportation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lee, J.S.; Bowen, N. (2016). Parent Involvement: Cultural capital, and the achievement gap among elementary school children. American Educational Research Journal; Vol.43:2; pp. 293-218.	Other - Parent Involvment	08/01/2017	06/01/2018	$1000 - Title I Part A	Superintendent Deputy Superintendent Director of Federal Programs Director of Special Education Director of Secondary Education Director of Elementary Education

Strategy2:

Parent and Family Nights - These events provide after-hours engagement. This allows parents freedom to explore the curriculum in their child's courses and gain a deeper understanding of the school's vision.

Measurement: We will record activities, dates of activities, and archive parent sign-in sheets during the 2017-2018 school year.

Category: Develop/Implement Learning Supports

Research Cited: Warren, M. R., Hong, S., Rubin, C. L., & Uy, P. S. (2009). Beyond the bake sale: A community-based relational approach to

parent engagement in schools. Teachers college record, 111(9), 2209-2254.

Activity - Art Show	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Lacey's Spring Art Show is held each Spring. We offer an evening of engaging exhibits for parents to observe and interact with student art. We also offer stations for parents to create art within the same mediums used by students.	Parent Involvement	05/01/2018	05/01/2018	$0 - No Funding Required	Administrators, Teachers, Classified Staff

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House will be held on Sunday, August 6, 2017. We will offer one session for Hispanic families and another session for English-families. This idea is directly from advice given by Hispanic mothers.	Parent Involvement	08/06/2017	08/06/2017	$0 - No Funding Required	Administrators, teachers, classified staff.

Activity - Math and Movement Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Movement Night will be held in September 2017. This night will allow parents to see firsthand math concepts in action and to participate in stations along with their children.	Parent Involvement	09/07/2017	09/07/2017	$1500 - Title I Part A	Administrator, Teachers, Classified Staff

Strategy3:

Student Advisory - Advisory teachers will contact parents on their children's progress at least once per month. Two way, meaningful communication between family members and school staff, to the extent practicable, in a language that family members can understand. First contact (first month of school) should be by phone or in person. After that, communication to occur once per month via parent preferred communication means (example: phone, email). Contact logs to be kept at the local school. Contact logs to be submitted to the school administrator once a month.

Category: Develop/Implement Learning Supports

Research Cited: McClure, L. V., Yonezawa, S., & Jones, M. (2010). Can school structures improve teacher-student relationships? The relationship between advisory programs, personalization and students' academic achievement. education policy analysis archives, 18, 17.

Activity - Violin Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade advisory groups will participate in weekly violin lessons Huntsville Symphony Orchestra, increasing community access to fine arts programs, encouraging student engagement in music and the arts, and further strengthening our academic program.	Extra Curricular	02/05/2018	02/28/2018	$700 - District Funding	Janna Parker, Courtney Maxwell

Activity - Parent Teacher Conference Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to attend conferences on campus at times throughout the workday and evening.	Parent Involvement	09/20/2017	09/20/2017	$0 - No Funding Required	Administrator, counselor, teaching faculty

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.

Goal 1:

Students at Lacey's Spring School will meet or exceed state-level standards for Reading.

Measurable Objective 1:

75% of All Students will demonstrate student proficiency (pass rate) on DIBELS (Grades K-2) and Scantron Performance Series (Grades 3-8) in Reading by 05/24/2019 as measured by these summative assessments..

Strategy1:

Protected Reading Instruction - Students grades K-5 will begin their day with a 90-minute protected reading block. This block will be used to focus on the "big five" of reading instruction: fluency, phonics, vocabulary, phonemic awareness, and comprehension.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive vocabulary instruction, both academic and otherwise, through a variety of sources including word walls, direct instruction, passage fluency and comprehension, and programs like Exact Path, Study Island, and Flocabulary.	Technology Direct Instruction	08/01/2018	05/31/2019	$1600 - Title I School Improvement (ISI)	Classroom teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with small groups of students grouped according to skill deficiencies and fluency to provide high-level direct instruction to each child	Direct Instruction	08/01/2018	05/31/2019	$0 - No Funding Required	Classroom teachers, reading coach, principal

Strategy2:

Reading Intervention - A daily, thirty-minute reading intervention block will be built into each students schedule allowing for remediation of specific skill gaps. These skill gaps will be assessed, remediated across grade levels, and reassessed allowing for targeted improvement and fluidity among skill groups.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Ensure the efficacy of local PST 2. Utilize universal screening 3. Provide reading differentiation for each student 4. Use data to identify job-embedded teacher professional development, time, and resources 5. Protect time for foundational beginning reading and literacy 6. Analyze resources for reading and literacy effectiveness	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers Principals

Goal 2:

Students at Lacey's Spring School will meet or exceed state-level standards for Mathematics.

Measurable Objective 1:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate student proficiency (pass rate) on Scantron

Performance Series in Mathematics by 05/24/2019 as measured by this summative assessment..

Strategy1:

Protected Math Instruction - Students grades K-5 will have built into their schedule a daily protected math block. This block will be used to

focus on intensive, high-quality math instruction designed to increase student proficiency with regard to grade-level standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path Student assessment and learning path will be utilized weekly to address skill gaps and promote student achievement and growth	Technology	08/06/2018	05/24/2019	$0 - District Funding	Classroom Teachers, Guidance Counselor

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.)

Goal 1:

Students at Lacey's Spring School will meet or exceed state-level standards for Reading.

Measurable Objective 1:

75% of All Students will demonstrate student proficiency (pass rate) on DIBELS (Grades K-2) and Scantron Performance Series (Grades 3-8) in Reading by 05/24/2019 as measured by these summative assessments..

Strategy1:

Reading Intervention - A daily, thirty-minute reading intervention block will be built into each students schedule allowing for remediation of specific skill gaps. These skill gaps will be assessed, remediated across grade levels, and reassessed allowing for targeted improvement and fluidity among skill groups.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Ensure the efficacy of local PST 2. Utilize universal screening 3. Provide reading differentiation for each student 4. Use data to identify job-embedded teacher professional development, time, and resources 5. Protect time for foundational beginning reading and literacy 6. Analyze resources for reading and literacy effectiveness	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers Principals

Strategy2:

Protected Reading Instruction - Students grades K-5 will begin their day with a 90-minute protected reading block. This block will be used to focus on the "big five" of reading instruction: fluency, phonics, vocabulary, phonemic awareness, and comprehension.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with small groups of students grouped according to skill deficiencies and fluency to provide high-level direct instruction to each child	Direct Instruction	08/01/2018	05/31/2019	$0 - No Funding Required	Classroom teachers, reading coach, principal

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive vocabulary instruction, both academic and otherwise, through a variety of sources including word walls, direct instruction, passage fluency and comprehension, and programs like Exact Path, Study Island, and Flocabulary.	Technology Direct Instruction	08/01/2018	05/31/2019	$1600 - Title I School Improvement (ISI)	Classroom teachers

Goal 2:

Students at Lacey's Spring School will meet or exceed state-level standards for Mathematics.

Measurable Objective 1:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate student proficiency (pass rate) on Scantron

Performance Series in Mathematics by 05/24/2019 as measured by this summative assessment..

Strategy1:

Protected Math Instruction - Students grades K-5 will have built into their schedule a daily protected math block. This block will be used to

focus on intensive, high-quality math instruction designed to increase student proficiency with regard to grade-level standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path Student assessment and learning path will be utilized weekly to address skill gaps and promote student achievement and growth	Technology	08/06/2018	05/24/2019	$0 - District Funding	Classroom Teachers, Guidance Counselor

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

Students at Lacey's Spring School will meet or exceed state-level standards for Reading.

Measurable Objective 1:

75% of All Students will demonstrate student proficiency (pass rate) on DIBELS (Grades K-2) and Scantron Performance Series (Grades 3-

8) in Reading by 05/24/2019 as measured by these summative assessments..

Strategy1:

Protected Reading Instruction - Students grades K-5 will begin their day with a 90-minute protected reading block. This block will be used to

focus on the "big five" of reading instruction: fluency, phonics, vocabulary, phonemic awareness, and comprehension.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with small groups of students grouped according to skill deficiencies and fluency to provide high-level direct instruction to each child	Direct Instruction	08/01/2018	05/31/2019	$0 - No Funding Required	Classroom teachers, reading coach, principal

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive vocabulary instruction, both academic and otherwise, through a variety of sources including word walls, direct instruction, passage fluency and comprehension, and programs like Exact Path, Study Island, and Flocabulary.	Direct Instruction Technology	08/01/2018	05/31/2019	$1600 - Title I School Improvement (ISI)	Classroom teachers

Strategy2:

Reading Intervention - A daily, thirty-minute reading intervention block will be built into each students schedule allowing for remediation of specific skill gaps. These skill gaps will be assessed, remediated across grade levels, and reassessed allowing for targeted improvement and fluidity among skill groups.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Ensure the efficacy of local PST 2. Utilize universal screening 3. Provide reading differentiation for each student 4. Use data to identify job-embedded teacher professional development, time, and resources 5. Protect time for foundational beginning reading and literacy 6. Analyze resources for reading and literacy effectiveness	Academic Support Program	08/06/2018	05/24/2019	$0 - No Funding Required	Teachers Principals

Goal 2:

Students at Lacey's Spring School will meet or exceed state-level standards for Mathematics.

Measurable Objective 1:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate student proficiency (pass rate) on Scantron Performance Series in Mathematics by 05/24/2019 as measured by this summative assessment..

Strategy1:

Protected Math Instruction - Students grades K-5 will have built into their schedule a daily protected math block. This block will be used to focus on intensive, high-quality math instruction designed to increase student proficiency with regard to grade-level standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Annual Growth for All Students: Fielding, Kerr, Rosier, 2007.

Activity - Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path Student assessment and learning path will be utilized weekly to address skill gaps and promote student achievement and growth	Technology	08/06/2018	05/24/2019	$0 - District Funding	Classroom Teachers, Guidance Counselor

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.

Communications to parents are always sent home in their preferred, primary language. Meetings held with parents of EL students are always conducted through the use of a translator if necessary. Morgan County schools has several translators on contract for this purpose.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	A copy of each teacher's state teaching certificate is kept on file and available upon request.	

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Because of the Every Student Succeeds Act, the principal will carefully make personnel staffing decisions to ensure that instruction will be provided by state-certified teachers and that the needs of all students will be met. When interviewing potential teacher applicants and/or making staff assignments, the qualifications of the teacher will be carefully considered before a placement will be finalized. It will be a priority to ensure that all classes are instructed by state-certified teachers according to the definition set forth by the state of Alabama. The needs of at-risk students in all classes will be a priority of the principal and teachers, and efforts will be made to meet their needs. It is our local education policy to hire only highly qualified individuals.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

With the transfer of one ELA teacher, one ELA teacher was hired.

With the transfer of one 4th grade teacher, a 4th-grade teacher was hired.

With the transfer of one EL teacher, one EL teacher was hired.

There were numerous lateral changes in grade level teachers in 2018.

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

There are 16 key core teaching and learning personnel at Lacey's Spring School.

All 16 of these teachers have earned B.S. degree.

8 teachers have earned a master's degree.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

There is a low turnover rate at Lacey's Spring. The administration and school district has the policy to hire only highly qualified and effective teachers.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

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

Data is reviewed monthly to determine areas of strength and weakness. When standards are

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

1

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

1

Describe how all professional development is "sustained and ongoing."

1

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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.

Goal 1:

Advisor - Advisee Program (Local Indicator for District and School)

Measurable Objective 1:

complete a portfolio or performance Increase the Average Daily Attendance rate by 3%, from 93% to 96% by 05/25/2017 as measured by Average Daily Attendance rate for the year..

Strategy1:

Monitoring students by advisory - Students will be monitored for proper attendance and academic performance every mid and full 9 weeks. Advisory teachers will contact guardians as needed to discuss barriers to learning or attending. Throughout the year, advisory teachers will meet one on one with students to discuss private or personal needs and relay these needs to school counselor or administration.

Category: Implement Guidance and Counseling Plan

Research Cited: The central office of Morgan County Schools mandates this program.

Activity - Mentoring Call Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisors will submit a monthly call log and submit to school administration.	Recruitment and Retention Academic Support Program Behavioral Support Program Parent Involvement	08/10/2016	05/25/2017	$0 - No Funding Required	All classroom teachers.

Goal 2:

Improve parent and student engagement.

Measurable Objective 1:

collaborate to directly engage our parents of students in all grade levels with authentic, necessary, and relevant opportunities to participate in student activities by 05/24/2018 as measured by participant attendance will be measured at school events by signature pages and the frequency of two-way communication each month between parents and teachers..

Strategy1:

Student Advisory - Advisory teachers will contact parents on their children's progress at least once per month. Two way, meaningful communication between family members and school staff, to the extent practicable, in a language that family members can understand. First contact (first month of school) should be by phone or in person. After that, communication to occur once per month via parent preferred communication means (example: phone, email). Contact logs to be kept at the local school. Contact logs to be submitted to the school administrator once a month.

Category: Develop/Implement Learning Supports

Research Cited: McClure, L. V., Yonezawa, S., & Jones, M. (2010). Can school structures improve teacher-student relationships? The relationship between advisory programs, personalization and students' academic achievement. education policy analysis archives, 18, 17.

Activity - Violin Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade advisory groups will participate in weekly violin lessons Huntsville Symphony Orchestra, increasing community access to fine arts programs, encouraging student engagement in music and the arts, and further strengthening our academic program.	Extra Curricular	02/05/2018	02/28/2018	$700 - District Funding	Janna Parker, Courtney Maxwell

Activity - Parent Teacher Conference Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to attend conferences on campus at times throughout the workday and evening.	Parent Involvement	10/24/2018	10/24/2018	$0 - No Funding Required	Administrator, counselor, teaching faculty

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Lacey's Spring conducts monthly data meetings where data is reviewed, best practices are discussed, and next steps are implemented so that our data truly drives our instruction. Teachers examine individual student data as well as taking a step back and examining overall trends in their classroom and in the school as a whole.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Our PST team meets every 41/2 weeks to discuss individual students who are failing to meet state standards. A variety of supports and interventions for these students are often discussed, and then the team determines what supports should be implemented in order to remediate skills gaps, provide necessary scaffolding, and support student growth. Students are moved up or down a rung in the process depended on their progress and intervention techniques are constantly being evaluated for effectiveness. Students come before the PST for a variety of reasons based on numerous data points including course grades, classroom assessments, state and local assessments, and behavior.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students that have been identified may receive additional one-on-one or small group instruction, additional time on academic software programs designed to assess and target skill gaps or be provided with extra-instruction from another highly-qualified staff member. Flexible scheduling and key personnel, like our instructional coach, make finding creative ways to provide appropriate assistance to identified students much easier and more effective.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students identified for Tier 3 instruction are given separate lessons with certified teachers. These lessons are often one to one reading or math activities. Language services are provided on a daily basis by certified EL instructors. Special education teachers provide pull-out services to meet accommodations listed in individual education plans.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Lacey's Spring offers the following services:
ESL teacher
FACT/PACT worker- connects community resources for students and their families
TITLE 1 Funds- provide basic school supplies for students identified
Counselor- gathers names of students who need 'backpacks of love'. This program sends home nutritional items each weekend.
Additional resources may be employed on an as-needed basis through governement agencies, community action groups, or through the help and assistance of our Federal Programs department.

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

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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.

Title 1 and 2 Funds

FACT- Family Assistance through Community Ties

Advisory Mentor Program

Needs are identified by classroom teachers and advisors. Resources for these needs are gathered by the FACT workers and funded by local or Title monies.

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)?

Our school resource officer promotes the values of the DARE program.

The counselor and CNP staff make sure students are fed at breakfast, lunch and on weekends.

We offer a free Headstart program through Community Action Partnership of North Alabama. A certain percentage of the participants must be from struggling demographic sectors.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

We use immediate parent, student, and teacher input to evaluate the success of programs. Parent surveys are gathered in September. AdvancED surveys provide data from parents, students, and teachers also in September. Goals are aligned to strategies and activities with specific timelines and outcomes.

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?

Results are compared across several years of assessments. These results are measured to the stated goals of previous and current CIP plans. Adjustments to our goals are made as needed.

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?

Students who perform below benchmarks on standard assessments are often identified as struggling by other measures. These subgroups, if they exist, have progress or lack of progress which is easily marked.

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?

We have a targeted goal of meeting certain needs for our students. We reflect often, have discussions, and make an agreeable plan to adjust as necessary.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	

Provide the number of classroom teachers.

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	

Provide the number of administrators.

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	

Provide the number of Assistant Principals.

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	

Provide the number of Counselors.

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	

Provide the number of Librarians.

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	

Provide the number of Career and Technical Education Adminstrators.

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	

Provide the number of Career and Technical Education Counselors.

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	

Not applicable, please place a value of 0 in the box.

Label	Question	Value
3.	Provide the total of all funding for Technology.	

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	

Not applicable, please place a value of 0 in the box.

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	

Provide the number of EL Teachers.

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	

Not applicable, please place a value of 0 in the box.

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	

Not applicable, please place a value of 0 in the box.

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	129503.12

Provide a brief explanation and breakdown of expenses.

Parent Engagement- $1, 385.68

Carryover- $8,467.78

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	

Provide a brief explanation and a breakdown of expenses.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	

Provide a brief explanation and a breakdown of expenses.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	

Provide a brief explanation and a breakdown of expenses.

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	

Provide a brief explanation and a breakdown of expenses.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	

Provide a brief explanation and breakdown of expenses.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	

Provide a brief explanation and breakdown of expenses.

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	

Provide a brief explanation and breakdown of expenses.

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	

Provide a brief explanation and a breakdown of expenses.

Local Funds

Label	Question	Value
1.	Provide the total	

Provide a brief explanation and breakdown of expenses.

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

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))

Parents receive an invitation to our Annual Parent Meeting in multiple formats such as SchoolCast, Facebook, the school website and notices sent home with students at least two weeks prior to the event. This meeting is held to inform parents about the school-wide Title I program and Title I requirements. All information and invitations are sent home in a language parents can understand, and a translator is available at all meetings. All parents receive a copy of required documents.

Topics to be discussed at the Annual Title I Meeting for 2018-2019:

Continuous Improvement Plan and Goals

An explanation of the school's curriculum and the Alabama College and Career Ready Standards

Schoolwide Title I program (services and parents' rights, parental involvement section of Continuous

Improvement Plan, Title I Budget and 1% set aside)

School, Parent, Student Compact

Parent Survey

Parent Resources and Parent Involvement Programs

Response to Instruction (RTI)

Parents who are unable to attend will receive a handout with the above information as well as access to the information on the school's website.

Describe: 1) 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; 2) 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.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1) It is the belief of the Leadership Team and faculty of Lacey's Spring Elementary that parental involvement is necessary and contributes to the overall success of the child. We strive to provide several opportunities for parent meetings during the school year on a flexible schedule. Parents are given the opportunity to attend four parent meetings throughout the school year. A parent survey is sent home at the beginning of the school year to give parents the opportunity to indicate meeting times that are best for them and provide suggestions for programs that would be helpful to them and their student.

2) The final parent meeting in the Spring allows parents the opportunity to plan, review, and offer improvements to our Title I program. The parents are encouraged to be involved and attend all of these parent meetings. We have parents serve on the Title I Advisory Committee, who are involved in making decisions about the allocation of the parent involvement funds. Parents on the committee are encouraged to express their ideas and suggestions regarding the use of these funds.

3) The 1% of the LEA allocation for parent involvement will be used to purchase parent resource materials. Parent involvement funds are used to fund materials and programs to help parents assist their child in learning strategies to master the Alabama College and Career Ready Standards.

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))

We send home material in a timely manner to inform all families about events at school. We provide information about the school's curriculum, assessments and expectations at the parent meeting at the beginning of the year. We send the information home with students whose parents cannot attend. These issues are also addressed during parent-teacher conferences throughout the year. Parents may request a conference at any time that is mutually agreed upon by them and the classroom teacher. Classroom teachers and intervention specialists are available to assist in improvement of student progress. EL and migrant students are provided with data in their language that they can understand and an interpreter is available to them if needed. Progress reports for each student are sent home at the midpoint of the nine weeks grading period. Report cards are sent home at the end of each grading period. Each parent is provided access to the online parent portal for grading, attendance and discipline information. SchoolCast announcements are made regarding school programs and meetings. Assessment data (Scantron Performance Series, Global Scholar Common Assessments, STAR scores, DIBELS, ACCESS for ELs, etc.) is provided to parents in a timely manner with additional explanations as needed. Parents are given opportunities to schedule conferences if they do not understand the testing data. Teachers send home weekly letters and emails to parents informing them of classroom assignments, announcements and other items of interest. Graded papers, individual student assessments and/or checklists are sent home regularly. The school website, school Facebook page and Twitter account, Remind, SchoolCast (voice, email, and text) are other means of communication and involvement.

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 describing the responsibilities of the school, the parent and the student in achieving academic improvement is sent home at the beginning of the year. The Compact serves as an agreement between these three parties to help students become successful in school. Parents are provided with a carbon copy of this compact to keep at home. It is signed by all parties and kept in the teacher's classroom or homeroom teacher's classroom so that it may be used as a reference and agreement in conferences throughout the school year. It serves as a reminder to all parties to uphold their individual areas. The compact is updated annually based on input received by the parents, teachers and administrators. These are also sent home in a language the parents and students can understand. The compact may be changed to accommodate the needs of the individual student.

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

Parents who are dissatisfied with the Continuous Improvement Plan may submit their comments in writing to our school administration. These will be added as comments and filed with the plan. Additional copies of the comments will be sent to the Parent Involvement Coordinator, the Federal Programs Director and the Superintendent. Every effort will be made to resolve the issue of concern.

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. (Describe)

Lacey's Spring is working hard toward involving all parents in the school. We want parents to come to us when they do not understand the curriculum standards, state and district assessments so that we may clarify it and provide help. We encourage our parents to be engaged in order to help their child improve academically. Parent resources are available within our school and district to assist parents in working with their child at home. Educational websites, newsletters, and brochures are available to parents as well. We also offer programs throughout the year, such as Math and Movement Night to help parents learn ways and strategies to help their children be successful at school. All communication regarding school and parent programs is sent home in a language parents can understand. A translator is available for these programs. The school sends home grade level newsletters, homework sheets and calendars informing parents of skills and material that will be covered for the week. We also do monthly contact logs where teachers and parents communicate on the phone, via email, or in person regarding their child. Our PTO also meets throughout the year and hosts events where families are invited into the school and classrooms to view students' work. Parents are invited to be involved in school goal, and we provide and recommend online programs for parents to work with their child at home.

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 in parental involvement.)

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. (Describe)

Lacey's Spring School encourages parents to become equal partners in the overall education of their children. We collaborate with parents, teachers, students and administrators to build the relationship between home and school. This is accomplished through our School-Parent Compact, our Parent Involvement Policy and our Annual Parent Meetings. We also use SchoolCast to make announcements for our school and district. Our school focuses on building relationships with parents and community stakeholders, working to ensure all school faculty and staff members reach out and communicate to parents/grandparents/guardians to build ties between the family and the school.

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 in parental involvement.)

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.(Describe)

Lacey's Spring School encourages parents to participate in their children's education through programs that provide information for student success. The parents are provided with educational resources and parent materials to help them work with their children at home. Materials in other languages are also available to our EL families.

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 in parental involvement.)

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. (Describe)

All parents, including those of ELs, are invited to participate in meetings and events at Lacey's Spring School. Information on all school meetings, parent notices, and other handouts are sent to the parents in a language they can understand. In addition, we have district translators, interpreters who are available to assist in verbal and written communications with these parents. We have a full-time EL teacher who works closely with our EL students and their families to ensure all students are successful. In the event our interpreters and translators are not available to assist us, we have a subscription to ELSA and TransAct that we may use to communicate with parents.

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 in parental involvement.)

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. (Describe)

Our Fall Parent Survey provides parents the opportunity to request specific meeting times that accommodate them, suggest topics they would like to discuss, and provide input on ways they can help during the school year. We also have our Annual Title I Meeting during the first 30 days of school. Parents are encouraged to express concerns, make suggestions and provide ideas regarding the school. Parents are also involved in the development of the Annual Continuous Improvement Plan (ACIP) by providing input in the planning, review, revision, and improvement of the ACIP. They are also asked to volunteer to serve on the ACIP Committee. Parents are also asked to participate in a Spring survey each year. The funds will be used to provide resources to families to help with academic improvement, to support family events, such as Math and Movement Night, and to provide training and workshops on various topics for the parents.

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))

Lacey's Spring School follows procedures found in the LEA District Plan. All homeless, migratory, and limited English proficient students have equal access to free, appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same state standards to which all students are being held, without discrimination. Parents are offered all documents in a language they can understand. Every effort is made to accommodate parents with disabilities. Special accommodations can be made for parents with extenuating circumstances.