ACIP

Lakewood Elementary School

Phenix City 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?

Lakewood Elementary School is a suburban elementary school in the Phenix City Public School District. It is one of the larger elementary schools in the district with an enrollment count of 582 students. Lakewood has a diverse population, with the following percentages by race/ethnicity: White, 66%; Black, 23%; Asian, 2%; Hispanic, 5%, and Muli-race, 4%. The instructional staff is 86% white, 11% black, and 3% Asian. As for socio-economic levels, 35% of the students received free or reduced-price lunches. Originally, LES housed grades from Kindergarten through 5th Grade. However, with the opening of Lakewood Primary School in 2012, the school housed 2nd through 5th Grades. In 2014, 2nd Grade moved to Lakewood Primary School. Lakewood Elementary School is now a 3rd through 5th Grade elementary school.   LES has a very strong staff of 1.5 administrators, 27 classroom teachers, 8.5 special area teachers, 1 instructional aide, and 12 support staff employees.   Lakewood is a science magnet school and is highly requested and recommended by parents.

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.

Vision:

Pursuing excellence on behalf of every student in every classroom.

Mission:

Lakewood Elementary School, in partnership with family and community, will develop responsible and productive students who are prepared for the challenges of the future.

Beliefs

-Excellence is obtainable for students and staff

-Students have unlimited learning potential

-All Students can achieve academic success

-Student success is fostered through family engagement

-Students and staff have the right to be in a safe and clean learning environment

-Nurturing, inviting, and stimulating environments are conditions where students thrive emotionally, socially, and academically

-Students have the right to a competent, dedicated, and highly motivated certificated staff

-All students, staff, and parents have the right to be respected at all times

-Character, integrity, and service to others contribute to civic health

-Student and staff diversity is to be valued, respected, and embraced

Goals

-All of our students will meet or exceed their grade level standards in all academic areas

-All of our students will be competent and responsible in their use of technology in a changing digital society

-All of our students will be prepared to meet the global challenges of the future

-All of our students will contribute to civic health: character, integrity, and service to others

Our school's vision, mission, values, and beliefs are aligned with that of our school system. This is to ensure continuity between our purpose at the district and school level. Our school has very high expectations for all students. We focus all of our classes, and extra curricular activities, on building students academically, socially, and altruistically. We want and expect our students to succeed in all of these areas in order to become a more productive member of our local community, and our society.

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.

   Lakewood Elementary School has a strong staff and parent support system. There is little teacher turnover, and all teachers are highly qualified. LES has a high percentage of student promotions and a large number of students who receive honors awards. The data in the areas of reading and math show high levels of performance: Based on 2013 testing data from ARMT+, students in the 5th grade scored above the state standard in both reading and math. The percentage of students scoring at the highest level, level IV, was 97% in reading and 100% in math. Students in the 4th Grade met the state standard in reading with 95% of students scoring in levels III and IV.

  Beginning with the 2013-2014 school year, Lakewood Elementary students are assessed with Aspire. Initial data show the average math school score in Grade 3 is a scaled score of 413.51 which is .51 above the Aspire Benchmark math score of 413. In Grade 4 the average math school score is a scaled score of 416.9 which is .9 above the Aspire Benchmark math score of 416. In Grade 5 the average math school score is a scaled score of 419.13 which is 1.13 above the Aspire Benchmark math score of 418.

  Aspire reading data show the average reading school score in Grade 3 is a scaled score of 413.7 which is 1.3 below the Aspire Benchmark reading score of 415. In Grade 4 the average reading school score is a scaled score of 417.08 which is .08 above the Aspire Benchmark reading score of 417. In Grade 5 the average reading school score is 419.55 which is .45 below the Aspire Benchmark reading score of 420.

   Because Lakewood is a Science Magnet school, we offer a variety of learning opportunities and facilities in the area of science. We have several outdoor areas for learning and exploring, including our Nature Trail and outdoor classroom. We have a garden area for students to plant vegetables at different times of the year, as well as a fully functioning greenhouse program. A greenhouse teacher works with each third grade and fourth grade class during 45-minute weekly sessions. Under her guidance, the students also grow plants which are offered to the public during a spring community plant sale with the proceeds designated to support the greenhouse program during the following year. Lakewood also has three science labs which are used by teachers and students to explore the area of science with a wide variety of science tools and equipment. FOSS science kits are also used for hands-on, inquiry based science instruction. In 2014, Lakewood also created a Recycling Room to encourage, promote, and celebrate the school's recycling efforts as part of our environmental science education. In 2014, Lakewood created an Art Room with an abundant variety of materials to support its use by the entire school. Students are often lead in expressing their understanding of science concepts through artistic means in the Art Room.   LES is committed to being an active part of the community and participates in various fundraising efforts in support of several charities including the American Cancer Society, March of Dimes, and the Children's Miracle Network.

Initial Aspire data show improvement is needed in the area of reading and math.   There are students each year who are being retained due to academic related deficiencies in all of the grade levels. The school is in its second year of implementation of a reading program which is rigorous and demanding. Because we are in the second year of implementation for this reading program, there is a need for continuous teacher support as students are required to read more rigorous text and and apply higher levels of thinking..

Additional Information

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

Lakewood Elementary is the sole elementary school in Phenix City that is only 3rd through 5th grades. Until the 2011-2012 school, year, kindergarten and 1st grade were housed in the building, but were moved to a newly-constructed primary school because of the large student population. Lakewood Elementary experienced continued consistent increases in enrollment each year and, in 2014, 2nd Grade was also moved to the Lakewood Primary after a building addition project was completed at Lakewood Primary.

The Response to Instruction (RtI) process for providing timely assistance for at-risk students at Lakewood Elementary is carried out through the school's Problem Solving Team (PST). The PST consists of the counselor, speech therapist, collaborative teacher, instructional coach, principal, and three teachers - the teacher of the student being referred, a teacher from the grade level previous to that of the referred student, and a teacher from the following grade level; parents are invited to every meeting concerning their child and are considered ad hoc team members. This configuration provides a wide base of knowledge, experience, and expertise from which interventions can be devised that would help the students. A student is referred to the PST by the classroom teachers when the student's performance and progress indicate a risk of failure, as indicated by grades, diagnostic assessments, discipline referrals, etc. During the meeting, the team members determine what interventions or actions would be effective in helping the student succeed. Once the interventions are implemented, the principal monitors to see that they are carried out as planned. The PST will meet again on a student after allowing sufficient time (usually six weeks) for the interventions to help the student. At that time, the PST will decide whether to continue the interventions if they have shown effectiveness or to modify/replace interventions if no progress is seen, and the process continues in this manner, in some cases resulting in the student being referred for screening for special services. However, the main purpose of the PST is to assist the student in the regular classroom setting and has been beneficial in reducing or eliminating the risk of failure and increasing the chances for success for the students.

Lakewood Elementary is not a Title I school and thus receives no funds from this source. To supplement state instructional allocations, the school conducts an annual golf tournament and also carries out various other fund-raisers such as candy or cookie dough sales. The funds earned from the golf tournament are allotted in a specific amount to each teacher based on total amount realized, and other funds are available for the teachers to use for instructional materials and supplies as needed and approved by the school administration. In addition, the school relies on grants from Donors Choose and the Phenix City Educational Foundation as well as other grant sources, and the school's PTA contributes funds when requested and when available.

Raising funds can be challenging in terms of the time and effort that is needed from the staff in addition to their regular responsibilities as educators. Also, some parents have indicated in a parent survey that they are frustrated by the number of fund-raisers conducted by the school, as Lakewood Elementary also has annual fund-raisers for various charities such as March of Dimes, Children's Miracle Network, Locks of Love, United Way, and Relay for Life; when added to other, smaller fund-raising activities by student groups, the PE department, the yearbook staff, etc., it is easy to see why parents feel that the school is "always asking for money." Lakewood has chosen to answer the call for less fundraisers by limiting the amount of charitable fundraising events in which it participates and to clearly communicate how funds raised by any school fundraiser will be used to enrich the school.

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.

AdvancEd surveys for parents were distributed to the students through their classroom teachers in the spring of 2013. Students were given a deadline of two days to return them back to school. Teachers kept up with the number of surveys returned, and the ones still missing to ensure all surveys were returned by every student in the school. The percentage of surveys returned well exceeded the minimum goal of 20%, which provided an optimal amount of feedback from the parents of our school. The surveys were sent home to parents in manila envelopes, and were to be returned in the same envelope. Parents were not asked to put their names on the surveys so that they could remain anonymous if desired. It was decided to use provide paper surveys for the parents instead of online, in the event that some families may not have access to a computer or the internet.

The student surveys were completed during the school day. The students completed the surveys in the computer lab during their regular scheduled technology class. Students who were absent completed the surveys on the computer in his or her classrooms. The students completed online surveys since they were completed at school where every student had access to a computer. By allowing students to complete the surveys at school, teachers could ensure that 100% of the students completed the surveys to provide the most accurate feedback.

AdvancEd surveys for the Lakewood teaching staff were completed during after school sessions in the computer lab. Since the surveys were anonymous, this was the best way to ensure that all staff members completed the surveys. There was a 100% participation rate for teachers.

Lakewood has a large number of parent volunteers that are available during the school day. Meetings are held at various times throughout the year. Attendance has not been an issue for all of the stakeholders involved.

Teachers, the media specialist, the guidance counselor, the resource teacher, administration, and parents have all been a vital part of the development of our improvement plan by giving input through sharing suggestions and concerns.

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

There is representation from all stakeholder groups, except students when developing and making decisions concerning the improvement plan. The Principal, Assistant Principal, Counselor, Special Education teacher, Instructional Coach, teachers from each grade level, and parent representatives make up the improvement team. The team chair person leads and conducts the meetings where discussion takes place about areas in need of improvement. Each person is given an opportunity to voice his or her concerns, as well as ask questions about the process. The team members collaborate to make decisions about the plan, and continue this process throughout the year as revisions need to be made.

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 communicated to the stakeholder groups in a variety of ways. First of all, the staff has access to the plan once it has been saved on the school's network drive. Staff members are made aware once it is available. A link for the completed improvement plan is placed on the school's website so that anyone with access to a computer may view it. There is also a paper copy of the improvement plan kept on display in the office for anyone who wishes to view it in that way. The improvement team meets at various times throughout the year as necessary revisions to the plan need to be made.

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		

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

According to the staff survey, the area that indicates the highest level of satisfaction is Standard 1, Purpose and Direction. The parent surveys indicate the highest level of satisfaction is Standard 4, Resources and Support Systems. The overall scores for these two standards were higher than those for the other standards.

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

The average score for Standard 4 on the parent surveys is overall 4.35 out of a 5 point scale. The lowest score in this standard was 4.01, with the highest score being 4.57. Parents feel that our school provides a safe learning environment. All of the scores for this standard show a trend in increasing stakeholder approval. This is an area which indicated increasing satisfaction from the staff survey as well, although it isn't the highest. The average score for Standard 1 on the staff survey is overall 4.4 out of a 5 point scale.The lowest score for this standard was 4.17, with the highest score being 4.59, which was the score for 2 of the questions in this standard. The staff believes the school's purpose statement is clearly focused on student performance, and that our School Improvement Plan is based on data, goals, actions, and measures for growth.

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

Based on the self assessments completed by staff members, Standard 1 received an overall 3 out of a 4 point scale, which again, indicates an area of strength. For Standard 3, which indicated the highest level of satisfaction in the parent survey, the staff self assessments awarded standard 3 with a score of 3 as well.

Areas in Need of Improvement

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

According to the surveys completed by the staff, the lowest level of satisfaction falls under Standard 3, Teaching and Assessing for Learning, specifically 3.5: Teachers participate in collaborative learning communities to improve instruction and student learning. According to the parent surveys, the lowest level of satisfaction falls under Standard 1, Purpose and Direction, specifically Indicator 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

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

According to the surveys, there does not appear to be a trend toward decreasing stakeholder satisfaction. There are some isolated areas that contain an overall lower average score than the majority of scores provided, but even the lowest average score is an acceptable score of above 3.20.

What are the implications for these stakeholder perceptions?

The stakeholder perceptions of the school play a significant role in areas where improvement needs to take place. The areas where staff members feel improvement is needed is crucial to the overall performance of our school. The teachers are the ones directly responsible for providing the instruction the students need in order to be successful. So, their input is essential in the decision making. The perceptions of the parents are equally important when determining areas of improvement. The parents view the workings of the school from a completely different perspective, which is an asset to the decision making process as well. In order for a school to reach its full potential and operate to the highest level of performance, the perceptions from all stakeholders must be considered in order to make thoughtful decisions, that reflect everyone involved, and that best benefit the entire school.

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

The areas of weakness that were found in the stakeholder surveys were also found in the self assessments that were completed by the staff among the different Advanced Ed committees. Overall, a score of 3 was awarded for both indicators shown in the surveys to be weaknesses. However, the data indicates specifically that the staff feels collaboration across grade levels is a weakness.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 4

Sections
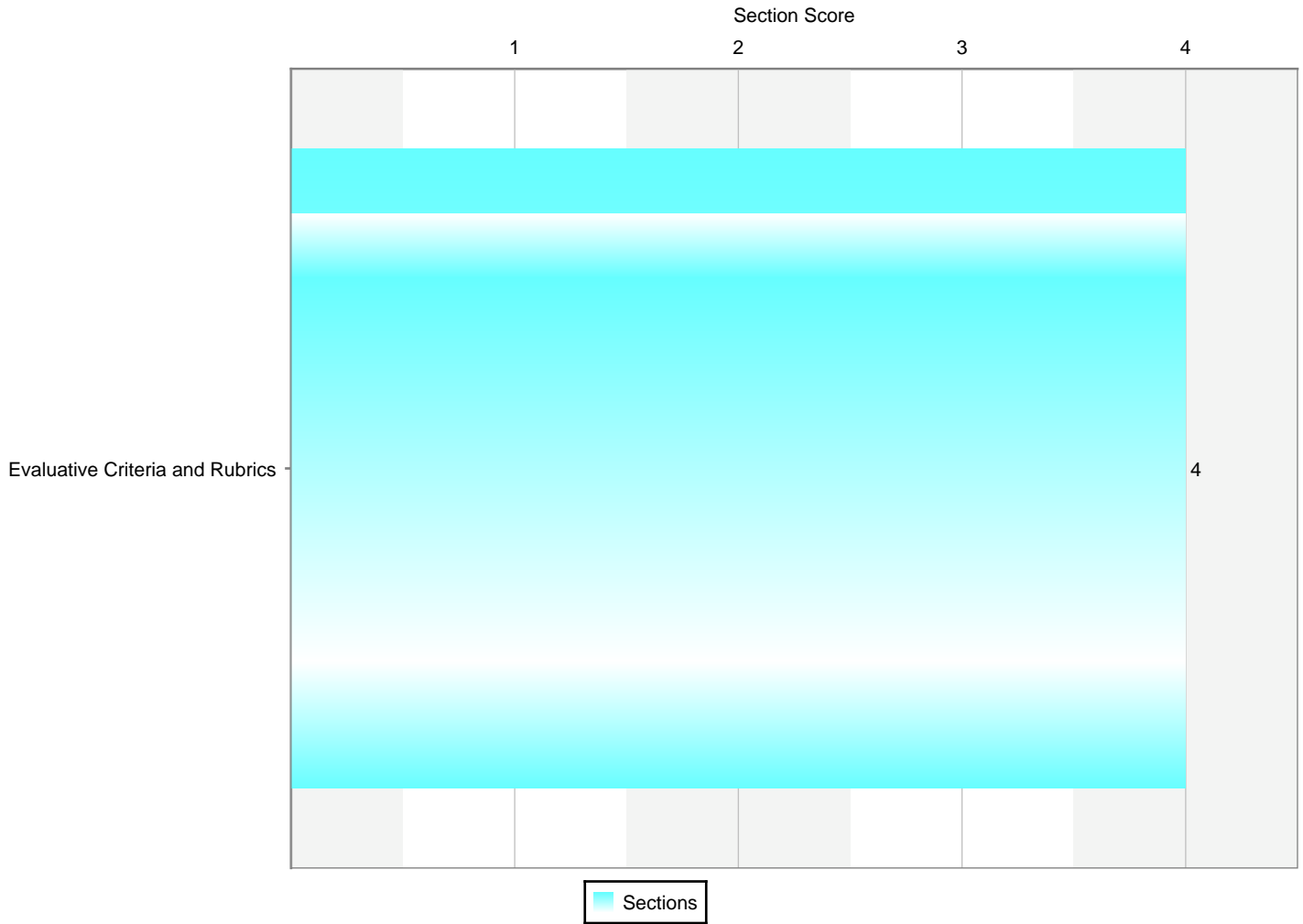
Student Performance Diagnostic

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		Student Data Document 2014-2015

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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?

Based on the 2013-2014 testing data from ASPIRE, an average of 60% of students grades 3-5 scored above the state readiness standard in the area of math.

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

There does not appear to be a large achievement gap related to ethnic diversity at Lakewood Elementary. Since this was the first year the ASPIRE assessment was administered, no trends have been identified.

Which area(s) indicate the overall highest performance?

Based on the 2013-2014 testing data from ASPIRE, students in the 3rd grade reflected 64% readiness in math, 4th grade reflected 62% readiness in math, and 5th grade reflected 56% readiness in math.

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

Since this is the first year the ASPIRE Assessment has been administered, there is not a trend identified.

Between which subgroups is the achievement gap closing?

The ASPIRE Assessment reflects that the number of third, fourth, and fifth grade black students achieving above 50% readiness in math is increasing. Hispanic students are also closing the achievement gap with third, fourth, and fifth grade students scoring above 60% in reading and math.

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

Since this is the first year the ASPIRE Assessment has been administered, there is not any previous ASPIRE data to use for comparison.

Areas in Need of Improvement

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

Based on the 2013-14 ASPIRE data, an average of 39% of students grades 3-5 scored below the state readiness standard in math. An average of 53% of students grades 3-5 scored below the state readiness standard in reading.

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

Since this is the first year the ASPIRE Assessment has been administered, there is not a trend identified. However, reading performance shows a greater need for improvement than math performance.

Which area(s) indicate the overall lowest performance?

The area of reading indicates the overall lowest performance for all grade levels, 3-5. Based on data from the ASPIRE, 55% of third grade, 53% of fourth grade, and 51% of fifth grade students scored below readiness-based on the state standard. With a goal of 100% proficiency, this data show that reading is an area that needs improvement.

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

Since this is the first year the ASPIRE Assessment has been administered, there is not a trend identified within any subgroup(s).

Between which subgroups is the achievement gap becoming greater?

Based of the 2013-14 ASPIRE Assessment, the achievement gap is becoming greater for intensive students in grades 3-5 that need support in reading.

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

Since this is the first year the ASPIRE Assessment has been administered, there is not any previous ASPIRE data to use for comparison.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
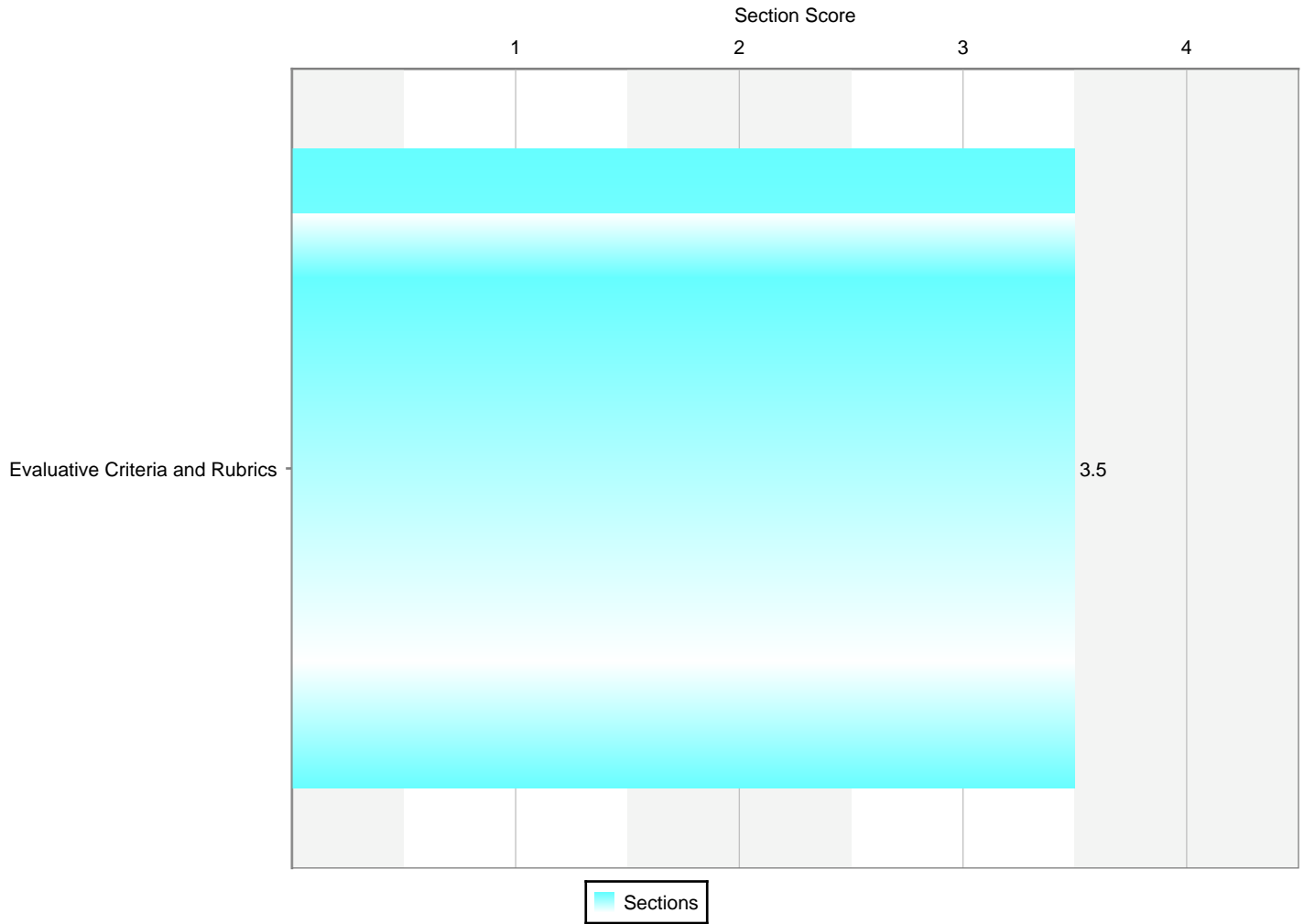
Sections

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, ELL, 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	Copy of team members is attached.	Leadership Team 2014-2015

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		Assurance of Compliance with TItle IX

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. Joe Blevins Director of Personnel 1212 9th Avenue Phenix City, AL 36867 334-298-0534	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Parental Involvement Plan attached Dr. Sharon Elder	Parental Involvement Policy 2014-2015

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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	Lakewood Elementary is not a Title I school.	

Plan for 2014-2015 ACIP: Reading, Math, Parental Involvement

Overview

Plan Name

Plan for 2014-2015 ACIP: Reading, Math, Parental Involvement

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	Students in grades 3-5 will meet or exceed their grade level standards, based on the College and Career Ready Standards (CCRS) in the areas of Reading and Language Arts	Objectives: 2 Strategies: 3 Activities: 4	Academic	$0
2	Students in grades 3-5 will meet or exceed their grade level standards, based on the College and Career Ready Standards (CCRS) in the area of Mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
3	Lakewood Elementary parents will be more involved in their child's education.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	Meet State AMAO-A Goal for 2014-2015 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
5	Meet State AMAO-B Goal for 2014- 2015 school year.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0

Goal 1: Students in grades 3-5 will meet or exceed their grade level standards, based on the College and Career Ready Standards (CCRS) in the areas of Reading and Language Arts

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in moving up levels of text complexity or text difficulty throughout the school year. in Reading by 05/21/2015 as measured by the AR (Accelerated Reader) and STAR reading programs.

Strategy 1:

Increasing Text Complexity - Classroom emphasis will be placed on each child's reading level based on text complexity through careful monitoring of independent reading during use of the Accelerated Reader program.

Research Cited: Both AR and STAR are a part of the research based program Renaissance Learning.

Activity - Monitoring Student' Reading Levels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will monitor students' reading levels closely on a weekly and monthly basis. The Accelerated Reader (AR) program will be used daily, and through weekly reports teachers will be able to track students' progress in the goal of moving up in text complexity. Weekly reports will be sent to parents to keep them informed of their child's progress. The STAR reading test will be administered monthly for Tier 2 and Tier 3 students and quarterly for all students. The results will be used to make adjustments in reading progress as well. Other activities may include expanding classroom libraries and utilizing materials from the school library to ensure students are being exposed to a wider range of complex text with varying difficulty levels so that proficient reading will be achieved. Some students will need to move in smaller increments based on individual levels and goals. Struggling readers will participate in daily Tier II intervention with the classroom teacher.	Other	08/06/2014	05/21/2015	$0	Other	Classroom teachers, District Instructional Coaches

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency by reaching or exceeding the ASPIRE benchmark in Reading by 05/21/2015 as measured by the ACT Aspire.

Strategy 1:

CCRS Implementation - Require teachers to teach the CCRS directly, using multiple resources, including Wonders reading program.

Research Cited: "Wonders" is a research based reading instruction program published by McGraw-Hill and provided by the local board of education.

Activity - Professional Development for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Professional Learning	08/06/2014	05/21/2015	$0	District Funding	District Curriculum Director, Instructional Coach, Classroom teachers, ARI Consultant
Train teachers on unpacking the CCRS.	Professional Learning	08/06/2014	05/21/2015	$0	District Funding	District Curriculum Director, Instructional Coach, Classroom teachers, ARI Consultant

Activity - Classroom Instruction & Student Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage teachers to collaborate within grade levels and across school boundaries to share ideas for instructional strategies and student engagement techniques.	Other	08/06/2014	05/21/2015	$0	No Funding Required	School Administration, Instructional Coach, Classroom Teachers

Strategy 2:

Student Engagement Strategies - Teachers will implement various student engagement strategies across the curriculum throughout the school year.

Research Cited: Research has shown that the use of multiple learning styles meets the needs of most learners. Student engagement is achieved whenever a minumum of two or three modalities are used in a lesson. Increased levels of engagement yields increased levels of learning and rentention of material.

Activity - Implementing Student Engagement Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student engagement strategies are deisgned to actively engage students in lessons in lieu of just being on task. Each teacher will be provided with a notebook containing "before, during, and after" student engagement strategies. The teachers will try various strategies in their classrooms, reflect on the effectiveness of each one during grade level meetings and decide which strategies proved to be most beneficial. The teachers will continue to use these strategies during classroom instruction. The strategies used will be evident in lesson plans.	Other	08/06/2014	05/21/2015	$0	Other	Classroom Teachers

Goal 2: Students in grades 3-5 will meet or exceed their grade level standards, based on the College and Career Ready Standards (CCRS) in the area of Mathematics.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency by reaching or exceeding the ASPIRE benchmark in Mathematics by 05/21/2015 as measured by ACT ASPIRE.

Strategy 1:

Standards Based Mathematics Instruction - Teachers will skillfully implement mathematics instruction, based on the CCRS, using a multiple of teaching strategies, materials, and resources.

Research Cited: Instruction will consist of research based strategies aligned with the CCRS.

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide math instruction that is correlated to the CCRS. Weekly lesson plans will reflect the implantation of the standards, the use of various student engagement activities, and opportunities for math investigations and hands-on learning. Walk-throughs and informal observations, conducted by school administration will provide information on the strengths and weaknesses of instruction for each teacher. Student data will be used as a tool to determine how well the material, aligned with the standards, is being taught and understood by the students.	Other	08/06/2014	05/21/2015	$0	Other	School Administration, Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on unpacking the CCRS. Encourage teachers to collaborate within grade levels and across school boundaries to share ideas for instructional strategies.	Professional Learning	08/06/2014	05/21/2015	$0	Other	School Administration, Instructional Coach, Classroom Teachers

Goal 3: Lakewood Elementary parents will be more involved in their child's education.

Measurable Objective 1:

collaborate to increase the effectiveness of our school-to-home communication by 05/22/2015 as measured by parent surveys..

Strategy 1:

School-to-Home Communication Improvements - Parents' suggestions for better school-to-home communication will be utilized if feasible.

Research Cited: Abilock, D. (1997). Parent internet driving school: Using technology to increase parent involvement in schools.

Technology Connection, 4, 12-14.

Activity - Improving Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Parent survey data will be analyzed by administration and teachers to improve school-to-home communication. Each teacher will continuously update a classroom website with homework, activities, and a school calendar. Teachers will enter grades in Information Now within one week of completion of student work so that parents will have a clear understanding of student progress. Administrators will check to ensure that grades are being added according to school requirements. The principal will send a weekly parent general information letter to parents which informs the parents of all events in the upcoming week. All Lakewood staff and faculty will respond to parent communication within 24 hours of receipt. Social media (Facebook) will be used to communicate special events and positive publicity of Lakewood's daily instruction.	Other	08/05/2014	05/21/2015	$0	No Funding Required	Technology teacher, classroom teachers, Instructional Coach

Goal 4: Meet State AMAO-A Goal for 2014-2015 school year.

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency   in language acquisition in English Language Arts by 05/22/2015 as measured by meeting the State's AMAO-A goal.

Strategy 1:

Utilization of SIOP Core Program. - Teachers and EL students will use SIOP, the district's core program

Research Cited: http://www.cal.org/siop/research/index.html

Activity - EL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL representative will deliver turnaround training about the district's core program, SIOP. EL representatives will be trained, coached, and advised by the district's ESL Teacher and the State's EL Coach.	Professional Learning	08/05/2014	05/22/2015	$0	District Funding	EL Representative, District ESL Teacher

Goal 5: Meet State AMAO-B Goal for 2014- 2015 school year.

Measurable Objective 1:

19% of English Learners students will demonstrate a proficiency of the English language in English Language Arts by 05/22/2015 as measured by exiting the ESL program (or meeting the State's AMAO-B goal in 2014 - 2015 school year).

Strategy 1:

Can Do Descriptors - Teachers will be trained in the WIDA standards and use of the Can Do Descriptors which will also be addressed in lesson plans.

Research Cited: http://www.wida.us/standards/CAN_DOs/

Activity - WIDA Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development addressing the WIDA standards and the CAN DO Descriptors.	Professional Learning	09/29/2014	09/29/2014	$0	District Funding	EL representative

Strategy 2:

Utilization of the SIOP Core Program - Teachers and EL students will use SIOP, the district's core program.

Research Cited: http://www.cal.org/siop/research/index.html

Activity - SIOP Turnaround Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL representative will deliver turnaround training for the district's core program, SIOP. The EL representative will be trained and coached by the district's ESL Teacher and State's EL Coach.	Professional Learning	08/05/2014	05/22/2015	$0	District Funding	EL Representative

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
Professional Development	Train teachers on unpacking the CCRS. Encourage teachers to collaborate within grade levels and across school boundaries to share ideas for instructional strategies.	Professional Learning	08/06/2014	05/21/2015	$0	School Administration, Instructional Coach, Classroom Teachers
Implementing Student Engagement Strategies	Student engagement strategies are deisgned to actively engage students in lessons in lieu of just being on task. Each teacher will be provided with a notebook containing "before, during, and after" student engagement strategies. The teachers will try various strategies in their classrooms, reflect on the effectiveness of each one during grade level meetings and decide which strategies proved to be most beneficial. The teachers will continue to use these strategies during classroom instruction. The strategies used will be evident in lesson plans.	Other	08/06/2014	05/21/2015	$0	Classroom Teachers
Classroom Instruction	Teachers will provide math instruction that is correlated to the CCRS. Weekly lesson plans will reflect the implantation of the standards, the use of various student engagement activities, and opportunities for math investigations and hands-on learning. Walk-throughs and informal observations, conducted by school administration will provide information on the strengths and weaknesses of instruction for each teacher. Student data will be used as a tool to determine how well the material, aligned with the standards, is being taught and understood by the students.	Other	08/06/2014	05/21/2015	$0	School Administration, Classroom Teachers

Monitoring Student' Reading Levels	Classroom teachers will monitor students' reading levels closely on a weekly and monthly basis. The Accelerated Reader (AR) program will be used daily, and through weekly reports teachers will be able to track students' progress in the goal of moving up in text complexity. Weekly reports will be sent to parents to keep them informed of their child's progress. The STAR reading test will be administered monthly for Tier 2 and Tier 3 students and quarterly for all students. The results will be used to make adjustments in reading progress as well. Other activities may include expanding classroom libraries and utilizing materials from the school library to ensure students are being exposed to a wider range of complex text with varying difficulty levels so that proficient reading will be achieved. Some students will need to move in smaller increments based on individual levels and goals. Struggling readers will participate in daily Tier II intervention with the classroom teacher.	Other	08/06/2014	05/21/2015	$0	Classroom teachers, District Instructional Coaches
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Instruction & Student Performance	Encourage teachers to collaborate within grade levels and across school boundaries to share ideas for instructional strategies and student engagement techniques.	Other	08/06/2014	05/21/2015	$0	School Administration, Instructional Coach, Classroom Teachers
Improving Communication	Parent survey data will be analyzed by administration and teachers to improve school-to-home communication. Each teacher will continuously update a classroom website with homework, activities, and a school calendar. Teachers will enter grades in Information Now within one week of completion of student work so that parents will have a clear understanding of student progress. Administrators will check to ensure that grades are being added according to school requirements. The principal will send a weekly parent general information letter to parents which informs the parents of all events in the upcoming week. All Lakewood staff and faculty will respond to parent communication within 24 hours of receipt. Social media (Facebook) will be used to communicate special events and positive publicity of Lakewood's daily instruction.	Other	08/05/2014	05/21/2015	$0	Technology teacher, classroom teachers, Instructional Coach
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EL Training	The EL representative will deliver turnaround training about the district's core program, SIOP. EL representatives will be trained, coached, and advised by the district's ESL Teacher and the State's EL Coach.	Professional Learning	08/05/2014	05/22/2015	$0	EL Representative, District ESL Teacher
WIDA Professional Development	Teachers will participate in professional development addressing the WIDA standards and the CAN DO Descriptors.	Professional Learning	09/29/2014	09/29/2014	$0	EL representative
SIOP Turnaround Training	The EL representative will deliver turnaround training for the district's core program, SIOP. The EL representative will be trained and coached by the district's ESL Teacher and State's EL Coach.	Professional Learning	08/05/2014	05/22/2015	$0	EL Representative
Professional Development for Teachers	Train teachers on unpacking the CCRS.	Professional Learning	08/06/2014	05/21/2015	$0	District Curriculum Director, Instructional Coach, Classroom teachers, ARI Consultant
				Total	$0	

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

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

n/a

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

LES is not a Title 1 school. However, parents meet throughout the year at PTA meetings, parent-teacher conferences, parenting days, and other special events.

**3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions
related to the education of their children.**

LES is not a Title 1 school. Descriptions and explanations of curriculum, assessments, and achievement expectations are communicated through orientation night events, parent-teacher conferences, problem solving team conferences, letters, emails, and phone calls.

Parents may request converences at any time for any concern. Teachers and administration respond to those requests within 24 hours to schedule a convenient conference time.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

LES is not a Title 1 school.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

The Continuous Improvement Plan is available through our website and a hard copy is available at school. Parents are aware of our 24-hour communication policy where any question or concern can be shared via phone, in person, in writing, or by email and the appropriate school personnel will respond within 24 hours.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Lakewood encourages parental involvement by welcoming parents into the school for volunteering, conferences, attendance at special events. Homework is carefully created to provide practice of skills learned at school. Teachers provide planners, regularly updated websites, and email communication. Grades are continually updated in Information Now and Lakewood ensures that all parents know how to access their child's grades at any time.

Parents or teachers may schedule a conference regarding a student's progress or behavior through written note, email, telephone call, or school visit. Orientation sessions are held to explain the State's academic content standards and State student academic achievement standards. Information is also provided to parents at PTA meetings and in one-on-one conferences.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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 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)

The instructional coach provides written tips for parents to help their children at home to be successful with higher level thinking while reading. Classroom websites are continually updated to share homework, study guides, and calendars of upcoming events, tests, and special projects.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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)

Parents are surveyed to determine how best to improve our school-to-home communication. The results of the survey were printed and

analyzed by the principal and teachers. Changes were implemented based on our parents' needs. Lakewood staff members are part of the communication team and help set standards for parent communication. Staff members are trained in how to communicate with parents during professional development sessions, faculty meetings, grade level meetings, and through one-one-one discussions with the principal.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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)

Parenting Days are presented each school year for the parents of students in each grade level. Teachers model activities which parents may find helpful when working with their child at home. Teachers provide individual resources as needed by the child and parent. We have a PTA room created especially for parents and a parenting center in the main foyer with informational brochures and handouts available to parents.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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)

The principal sends a weekly information letter to parents which details school events, meetings, and other activities for the week. Teachers send home a weekly classroom calendar to keep parents informed.

Lakewood currently has one EL student. This student's guardian speaks fluent English and is able to communicate with school personnel.

6f. 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 NCLB Section 1118, 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)

Lakewood Elementary solicits parent feedback and suggestions through the principal's weekly parent information letter and through surveys. Lakewood reviews each suggestion or concern and immediately implements any improvements feasible.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Home language surveys identify parents who may need assistance. Lakewood works closely with our systems ESOL teacher to ensure parents have appropriate communication.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	42.99

Label	Question	Value
2.	Provide the number of Administrator assigned units.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.5

Label	Question	Value
4.	Provide the number of Counselor assigned units.	1.0

Label	Question	Value
5.	Provide the number of Librarian assigned units.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	34.34

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.5

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1985402.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	83684.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	69678.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	56206.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	49329.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	14412.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total   2,258,711.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

n/a

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	0.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Title II-This money will be used for professional development activities. The Title II budget for 2014-2015 is used for scientifically research based programs and professional development related to implementation of SRB programs. It is also used to provide stipends to teachers for professional development provided outside the normal work day to include travel, registration and conference expenses.These funds are housed at the Central Office and will be requested for use.

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

To provide teachers of EL students opportunities to attend professional development training on incorporating language objectives into lesson plans. Training may be attended locally or outside of the school system.

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

The school counselor receives training on a variety of topics and includes this in her groups sessions.

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

n.a

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
18.	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Science labs (3), greenhouse, outdoor learning classroom, nature trail, art room, data room, technology

Label	Question	Value
2.	Local Funds Provide the total.	234775.0