ACIP

Lakewood Primary

Phenix City Board of Education

Ms. Jana Sparks, Principal
18 Explorer Dr
Phenix City, AL 36867-1685

TABLE OF CONTENTS

ACIP Assurances

Plan for ACIP - October 10, 2014

Strategies to Increase Parental Involvement

Coordination of Resources-Comprehensive Budget

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 Primary School (LPS) is located in a community within Phenix City with a population of 36,185, according to the 2010 Census. The median income in Phenix City is $36,733.00 with Phenix City Public Schools being the largest employer in Phenix City. The school serves five hundred thirty-one (531) students. We have increased by one hundred seventy-seven (177) students as a result of new construction. A Second Grade wing was added to our school which increased our enrollment during the 2014-15 school year. In Kindergarten there are 181 students. In First Grade there are 172 students. In Second Grade there are 178 students. Lakewood Primary's population this year is 63.2% Caucasian, 23.0% African American and 14% other. Out of those five hundred thirty-one (531) students two hundred eighty-six (286) are male and two hundred forty-five (245) are female. There are one hundred thirty-nine (139) students representing (26%) percent that qualify for free lunch and thirty-one (31) students representing (.06%) percent that qualify for reduced lunch out of our five hundred thirty-one (531) student enrollment. The faculty has increased by the inclusion of ten(10) Second Grade teachers. All certified staff are highly qualified (HQ) and have met the requirements for HQ status. The last three years have generated many changes for Lakewood Primary School (LPS). It was built during the 2011-12 school year and now serves kindergarten through second grade students that feed into our neighbor and sister school, Lakewood Elementary. In addition, as a Science Magnet School, a large portion of our student population that we serve are out of our attendance zone. We took occupancy of LPS in April 2012 and completed the school year in our new building. LPS is in its third year of full implementation.

A challenge that is faced by Lakewood Primary and Lakewood Elementary is traffic due to our close proximity. Since our schools are located right beside each other, the main road is shared by each school. Arrival and dismissal times are altered in order to accommodate parents who have children in attendance at both schools. This time alteration also alleviates some of the traffic congestion, but not all. Traffic is still a challenge. In addition, Lakewood Primary School is located on an environmentally protected Wet Land. This limits our desire for an increased parking area.

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.

Lakewood Primary School shares the school district's vision for pursuing excellence on behalf of every student at every school. Our school mission statement is: Lakewood Primary School, in partnership with family and community, will provide excellence in all that we do; equipping students with skills to last their whole life through. Our school motto is: The Future Begins Here! We recognize that Plan 20/20 starts here, which is why our school motto is taken very seriously at LPS. Although we embrace the five absolutes presented by Dr. Bice, Alabama State School Superintendent, we must look beyond state expectations and standards and prepare students to compete in order to succeed in a global economy. These ancillary goals which drive our beliefs correlate with the information-rich, technology-driven society that primary schools must be prepared to use as 21st century tools. The curriculum and instruction in every classroom is delivered by well-trained effective teachers. Curriculum and instruction must foster curiosity and a love of learning through active engagement of all students, real world applications to learning, developmentally-appropriate materials and activities, high quality and updated instructional technology, and research-based methods of instruction. Our school balances social experiences and academic rigor which challenges the mind, promotes interdisciplinary thinking, ignites students' passions and interests, and addresses each student.

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.

As a school, we believe that excellent instruction in literacy and mathematics provides the essential foundation upon which all other learning can be constructed. Therefore, we have been particularly deliberate in selecting and developing our approach to literacy and mathematics. As Plan 20/20 prescribes, we will do our part in assuring that our students will be prepared for success in pre and post secondary education without need for remediation, as well as being equipped for the work force and "life" in general. Lakewood Primary uses scientifically researched-based programs (SBP) providing reliability and bias free instruction for our reading and math curriculums. Our instruction is data driven. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results have demonstrated that we have been successful in teaching our students to read and move them towards benchmark goals.

2011-2012 Kindergarten results indicate:

DIBELS Skills BOY MOY EOY

LNF   79% 97% 96%

PSF   N/A 97% 100%

NWF   N/A 7% 100%

2012-2013 Kindergarten results indicate:

DIBELS Skills BOY MOY EOY

LNF   85% 97% 95%

PSF   N/A 96% 99%

NWF   N/A 97% 97%

2013-2014 Kindergarten results indicate:

DIBELS Skills BOY MOY EOY

LNF   78% 95% 95%

PSF   N/A 92% 98%

NWF   N/A 96% 97%

2014-2015 Kindergarten results indicate:

DIBELS Skills BOY MOY EOY

LNF 77%   Not Tested Yet%   Not Tested Yet%

PSF N/A   Not Tested Yet%   Not Tested Yet%

NWF N/A   Not Tested Yet%   Not Tested Yet%

2011-2012 First Grade results indicate:

DIBELS Skills BOY MOY EOY

LNF   91% N/A N/A

PSF   92% 100% 99%

NWF   92% 98% 99%

ORF   N/A 94%   95%

2012-2013 First Grade results indicate:

DIBELS Skills BOY MOY EOY

LNF	91%	N/A	N/A
PSF	96%	99%	99%
NWF	94%	96%	98%
ORF	N/A	96%	97%

2013-2014 First Grade results indicate:

DIBELS Skills BOY MOY EOY

LNF	88%	N/A	N/A
PSF	96%	99%	99%
NWF	92%	98%	98%
ORF	N/A	96%	97%

2014-2015 First Grade results indicate:

DIBELS Skills BOY MOY EOY

LNF	83%	N/A	N/A
NWF	93%	N/A	N/A
ORF	N/A	N/A	N/A

Second Grade Joined LPS Effective 2014-15

2014-2015 Second Grade results indicate:

DIBELS Skills BOY MOY EOY

NWF	95%	N/A	N/A
ORF	87 %	N/A	N/A

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 Primary employs a part-time technology teacher to work in our Computer Lab, established in 2013, to teach 30 minute technology sessions for all thirty classes. Lakewood Primary purchased IPADs in 2011 and 2012 for each teacher at the school. The IPADs are used instructionally in all thirty classrooms kindergarten through second grade. All teachers have learned how to use the IPADs to supplement their instruction. New teachers will attend technology professional developments to increase their training in this area during the 2014-15 school year. The IPADS are used as a class set for teachers to check out on a rotational basis for students' use in addition to utilization of our mobile MAC laptop lab. All classrooms, including our Second Grade wing, have internet access and are equipped with Smart Boards and computer stations for students. We currently have 1 mobile laptop lab, and 1 mobile lab containing 30 IPads. A Technology Plan for the elementary school level was developed district-wide and has been implemented. According to teacher surveys and information gathered through grade level meetings, teachers feel additional IPads, IPods, Webcams, and mobile labs are needed in each classroom. Surveys and grade level notes completed by teachers indicate that more training in the use of technology is needed. One of our second grade teachers attended a technology camp at Auburn University over the summer and has scheduled six turn-around trainings with our faculty during the school year. In addition, we need continuous professional development for use of technology to ensure that optimal benefits are gained from the use of the technology in place and to remain abreast of trends and resources that could help with instruction planned for the 2014-15 school year.

Phenix City Board of Education provides a system-wide website with access to all of the individual schools' information, system-wide announcements, and current information. There is also School Cast, an automated voice messaging system, in place to inform parents of issues pertinent to the schools. LPS maintains a school website, and all teachers at Lakewood Primary school maintain classroom websites. A digital sign at the entrance of our school displays important announcements for parents and the community, as needs arise. Students' parents, extended family members, PCBOE school district administrators, board members, community members, Partners in Education (PIE),local media, and other stakeholders are invited to events hosted by LPS throughout the year. The LPS events allow our stakeholders to learn about many aspects of their children's education. Some LPS events include parent luncheons, Parenting Day, classroom/grade level orientations, monthly Parent Teacher Association (PTA) meetings, Honor Roll assemblies, PIE Spirit Nights, Veteran's Day activities, National Reading Month parade (March), One Hundreds Day activities, Honor Roll End of the Year Picnic, Mother's Day luncheon, and other impromptu functions that take place throughout the year. Teachers conduct sessions for parents, providing them with various instructional strategies to use in assisting their children at home.
Parents overwhelmingly feel welcomed in the school and are actively involved in assisting teachers inside and outside of the classrooms. Parents and teachers communicate through phone calls, notes, emails, newsletters, classroom websites, conferences, and various reports from test data. Since we are a relatively new school, LPS teachers routinely write and have received instructional grants through the Phenix City Education Foundation (PCEF), Donors.org, Target, and Walmart. These grants have been used to purchase differentiated library book levels, art supplies, nonfiction books, decodable books for small group instruction, etc. We also received 4 picnic tables from Home Depot for an outdoor classroom area that is used for science lessons. The Primary Patch area was established during the 2013-14 school year with custom built and designed signs naming the area. Five above ground garden beds were built and classes have planted potatoes, cotton, peppers, sunflowers, zennias, and a variety of other vegetables and flowers. These plants have been allowed to fully produce, for science experiments, food sources, and decorative purposes. More garden beds are in our future plans. A green house has been ordered and will be placed near our picnic tables and outdoor classroom area. The delivery and set up of the greenhouse is pending completion of a deck.
Lakewood Primary School provides Lakewood Extended Day After-school Program (LEAP) as a day care opportunity for working parents or

parents not immediately able to pick up their child due to an unexpected emergency. This program averages approximately 120 students in attendance daily. In addition, our school hosts Drama Kids International with approximately 30 students attending sessions every Wednesday. All LPS students, as well as other children in the community, are allowed to participate in any Lakewood Primary event. Lakewood Primary has an open-door policy, yet has appropriate identification/screening measures in place for the security and safety of students and faculty. Parents are welcome in the school and classrooms at any time. A suggestion box placed by the office can be used by anyone wishing to give feedback, comments, or suggestions to 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.

In August of 2014, Lakewood Primary School leadership team met at the school for the purpose of revisiting the 2014-2015 Continuous Improvement Plan (CIP). The team is comprised of teachers from all grade levels as well as the school administrator, specialty content area teacher and a parent. The committee members were selected because of their dedication and interest in the success of the students and school. The selected members are responsible for any decision making regarding the CIP and distributing information needed to their constituency groups including faculty, staff and parents. The meetings are scheduled during Professional Development days or after school to accommodate all stakeholders.

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

The Continuous Improvement Plan is reviewed and monitored throughout the school year and revised in July to gain input from the staff. Faculty committees are responsible for maintaining documentation of data sources. Planning, on-going implementations and annual evaluation of the CIP are reviewed quarterly at faculty/grade level and PTA meetings. These meetings will be utilized to review data included in the plan to determine an increase in academic achievement, indicators of success, and areas of focus. Goal and progress are communicated to the faculty, parents and stakeholders through faculty meetings, PTA meetings, and newsletters so that there is a shared commitment for quality education for all students at Lakewood Primary School. The parent on the committee gives input and collaborates with the faculty.

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

Planning and on-going implementations and an annual evaluation of the CIP are reviewed quarterly at faculty/grade level meetings. These meetings will be utilized to review data included in the plan to determine an increase in academic achievement, indicators of success and areas of focus. Goals and progress are communicated to the faculty, parents, students and stakeholders through faculty meetings, PTA meetings, emails, the parent resource area and by classroom teacher.

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: 3.5

	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	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?

Parent response

There were two indicators that had an overall high score:

Using Results for Continuous Improvement- Score-4.71 and Teaching and Assessing for Learning-Score 4.71

Staff response

Purpose and Direction-Score-4.81

Student Responses

Standard 1-Purpose and Direction-2.98

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

Due to the fact that this is our first year collecting data in this format, it is hard to determine if a trend exists at this time.

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

All of the finding reported were all consistent in their high markings of 4.71 and 4.81 from Parent and Faculty surveys and 2.98 from the students. In the area of Standard 1-Purpose and Direction the Students and Staff both scored high.

Areas in Need of Improvement

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

Parent response

There were two indicators that had an overall high score:

Using Results for Continuous Improvement- Score-4.71 and Teaching and Assessing for Learning-Score 4.71

Staff response

Purpose and Direction-Score-4.81

Student Responses

Standard 1-Purpose and Direction-2.98

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

Due to the fact that this is our first year collecting data in this format, it is hard to determine if a trend exists at this time. Information from the surveys were used to make changes to our current system procedures.

What are the implications for these stakeholder perceptions?

The school needs to ensure that parents and all stakeholders understand the purpose and direction of the school. As a result, parent letters and emails are sent home regularly.

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

All stakeholders at Lakewood Primary School value a high quality of teaching and learning. All of the finding reported were all consistent in their high markings of 4.71 and 4.81 from Parent and Faculty surveys and 2.98 from the students. In the area of Standard 1-Purpose and Direction the Students and Staff both scored high.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
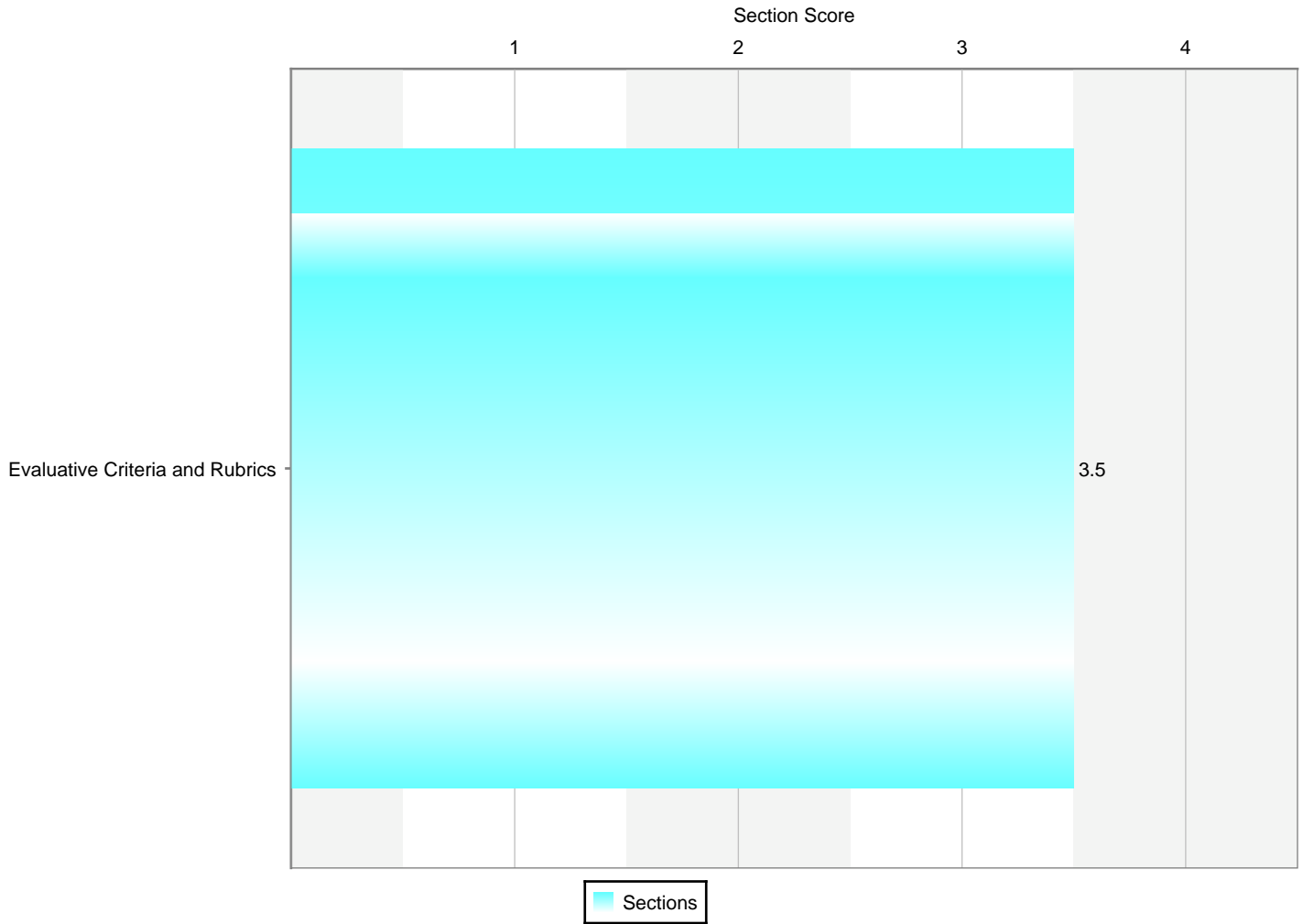
Student Performance Diagnostic

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		

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?

As a school, we believe that excellent instruction in literacy and mathematics provides the essential foundation upon which all other learning can be constructed. Therefore, we have been particularly deliberate in selecting and developing our approach to literacy and mathematics. As Plan 20/20 prescribes, we will do our part in assuring that our students will be prepared for success in pre and post secondary education without need for remediation, as well as being equipped for the work force and "life" in general. Lakewood Primary uses scientifically researched-based programs (SBP) providing reliability and bias free instruction for our reading and math curriculums. Our instruction is data driven. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results have demonstrated that we have been successful in teaching our students to read and move them towards benchmark goals.

2011-2012 Kindergarten results indicate:

DIBELS Skills BOY MOY EOY

LNF　　　　79% 97% 96%

PSF　　　N/A 97% 100%

NWF　　　N/A 7% 100%

2012-2013 Kindergarten results indicate:

DIBELS Skills BOY MOY EOY

LNF　　　　85% 97% 95%

PSF　　　N/A 96% 99%

NWF　　　　N/A 97% 97%

2013-2014 Kindergarten results indicate:

DIBELS Skills BOY MOY EOY

LNF　　　　78% 95% 95%

PSF　　　N/A 92% 98%

NWF　　　　N/A 96% 97%

2014-2015 Kindergarten results indicate:

DIBELS Skills BOY MOY EOY

LNF 77%　Not Tested Yet%　Not Tested Yet%

PSF N/A　Not Tested Yet%　Not Tested Yet%

NWF N/A　Not Tested Yet%　Not Tested Yet%

2011-2012 First Grade results indicate:

DIBELS Skills BOY MOY EOY

LNF　　　　91% N/A N/A

PSF　　　92% 100% 99%

NWF　　　92% 98% 99%

ORF N/A 94%　95%

2012-2013 First Grade results indicate:

DIBELS Skills BOY MOY EOY

LNF   91% N/A   N/A

PSF   96% 99%   99%

NWF   94% 96%   98%

ORF   N/A 96%   97%

2013-2014 First Grade results indicate:

DIBELS Skills BOY MOY EOY

LNF   88%   N/A   N/A

PSF   96%   99%   99%

NWF   92% 98%   98%

ORF   N/A 96%   97%

2014-2015 First Grade results indicate:

DIBELS Skills BOY MOY EOY

LNF   83%   N/A   N/A

NSF   93%   N/A   N/A

ORF   N/A   N/A   N/A

Second Grade Joined LPS Effective 2014-15

2014-2015 Second Grade results indicate:

DIBELS Skills BOY MOY EOY

NW F   95%   N/A   N/A

ORF   87 %   N/A   N/A

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

Kindergarten reflects high performance in two areas:

Phoneme Segmentation Fluency (PSF) End of the Year 100% in 2011 ; 99% in 2012; 98% in 2013

Nonsense Word Fluency (NWF) End of the Year 100% in 2011 ; 97% in 2012; 97% in 2013

First Grade reflects a high performance in three areas:

Phoneme Segmentation Fluency (PSF) End of the Year 99% in 2011 ; 99% in 2012; 99% in 2013

Nonsense Word Fluency (NWF) End of the Year 99% in 2012 ; 98% in 2012; 98% in 2013

Oral Reading Fluency (ORF) End of the Year 95% in 2011 ; 97% in 2012; 97% in 2013

Which area(s) indicate the overall highest performance?

Kindergarten reflects high performance in two areas:
Phoneme Segmentation Fluency (PSF) End of the Year 100% in 2011 ; 99% in 2012.
Nonsense Word Fluency (NWF) End of the Year 100% in 2012 ; 97% in 2012.

First Grade reflects a high performance in three areas:
Phoneme Segmentation Fluency (PSF) End of the Year 99% in 2011 ; 99% in 2012.
Nonsense Word Fluency (NWF) End of the Year 99% in 2012 ; 98% in 2012.
Oral Reading Fluency (ORF) End of the Year 95% in 2011 ; 97% in 2012.

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

Kindergarten reflects an increase in trending success for Letter naming Fluency (LNF) for students with special needs.

First Grade reflects a decrease in trending success for Nonsense Word Fluency (NWF) and (WRC) for students with special needs.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between kindergarten and first grade special needs students in Letter Naming Fluency (LNF).

2011-2012 Kindergarten results indicate:
DIBELS Skills BOY MOY EOY
LNF 79% 97% 96%
2011-2012 First Grade results indicate:
DIBELS Skills BOY MOY EOY
LNF 91% N/A N/A

2012-2013 Kindergarten results indicate:
DIBELS Skills BOY MOY EOY
LNF   85%   97% 95%

2013-2014 Kindergarten results indicate:
DIBELS Skills BOY MOY EOY
LNF   78%   95%   95%

2012-2013   First Grade results indicate:

DIBELS Skills BOY MOY EOY

LNF   91%   N/A   N/A

2013-2014 First Grade results indicate:

DIBELS Skills BOY MOY EOY

LNF   88%   N/A   N/A

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

The STAR Reading Test is computer adaptive. The scores reflect students' difficulty with the skills at the highest level of interference: LNF and NWF/WRC for both grades, Kindergarten and First Grades. Some students were not able to score high enough on either of these tests to receive a score or are scored as Pre-Primer (PP) in Grade Equivalent (GE) and/or Instructional Reading Level (IRL).

The STAR Early Literacy Test is for struggling student having difficulty launching into reading. It also identifies students as At Risk, Some Risk, or Low Risk. This computer adaptive assessment correlates with the students not achieving DIBELS Benchmark.

Kindergarten (SEL) Sept. - Dec. scores:

At Risk   Some Risk   Low Risk

<430   430-555   >555

First Grade (SEL) Sept. - Dec. scores:

At Risk   Some Risk   Low Risk

<568   568-705   >705

Emergent Readers: Score between 300-487. They can identify colors, shapes, numbers, and letters.

Late Emergent Readers: Score between 488-674. They can identify most of the 26 upper and lower case letters and can match those letters to their sounds.

Transitional Readers: Score between 675-774. They can identify many beginning and ending consonant sounds, long and short vowel sounds, and usually can blend sounds and read simple words.

Probable Readers: Score between 775-900. They can read many words both in and out of context and are blending sounds and word parts more automatically.

Areas in Need of Improvement

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

In Kindergarten, Letter naming Fluency (LNF) is the area that has been below the expected level of performance with a Beginning of the Year (BOY) entry level of 79% in 2011, 85% in 2012, and 78% in 2013.

In First Grade, the entry level of Letter Naming Fluency (LNF) for 2011-2013 were not below 80%, yet were the lowest level for DIBELS BOY data in this grade. The LNF-BOY entry level percents of 91% in 2011, 91% in 2012, 88% in 2013.

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

The decline in Letter Naming Fluency (LNF) for Kindergarten is due to the poor economy negatively impacting the number of students able to attend private preschools and a growing trend to keep children at home until formal school begins.

Which area(s) indicate the overall lowest performance?

Kindergarten has the lowest performance in the one minute rate required for Letter Naming Fluency (LNF).

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

Kindergarten reflects a decrease in trending success for Initial Sound Fluency (ISF) for students with special needs.

First Grade reflects a decrease in trending success for Nonsense Word Fluency (NWF) and (WRC) for students with special needs.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is greatest between non special needs student and students with special needs.

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

The STAR Reading Test is computer adaptive. The scores reflect students' difficulty with the skills at the highest level of interference: LNF

and NWF/WRC for both grades, Kindergarten and First Grades. Some students were not able to score high enough on either of these tests to receive a score or are scored as Pre-Primer (PP) in Grade Equivalent (GE) and/or Instructional Reading Level (IRL).

The STAR Early Literacy (SEL) Test is for struggling students having difficulty launching into reading. It also identifies students as At Risk, Some Risk, or Low Risk. This computer adaptive assessment correlates with the students not achieving DIBELS Benchmark. Kindergarten (SEL) Sept. - Dec. scores:

At Risk	Some Risk	Low Risk
<430	430-555	>555

First Grade (SEL) Sept. - Dec. scores:

At Risk	Some Risk	Low Risk
<568	568-705	>705

Emergent Readers: Score between 300-487. They can identify colors, shapes, numbers, and letters.

Late Emergent Readers: Score between 488-674. They can identify most of the 26 upper and lower case letters and can match those letters to their sounds.

Transitional Readers: Score between 675-774. They can identify many beginning and ending consonant sounds, long and short vowel sounds, and usually can blend sounds and read simple words.

Probable Readers: Score between 775-900. They can read many words both in and out of context and are blending sounds and word parts more automatically.

The Global Scholars Performance Series is computer adaptive and also reflects Reading Foundation Scaled Scores (SS) for every student in Kindergarten and First Grade. Student can score between 1300-3700. If a student scores below 1300, they do not have a score reported. Scores are viewed as a class and individual students with Standard Error Measures (SEM)and Standard Item Pool (SIP) scores. The SS are related to grade level performance of the standard objectives within the norm ranges. The grade level SS can be within a student's corresponding grade level, below grade level, or above grade levels.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
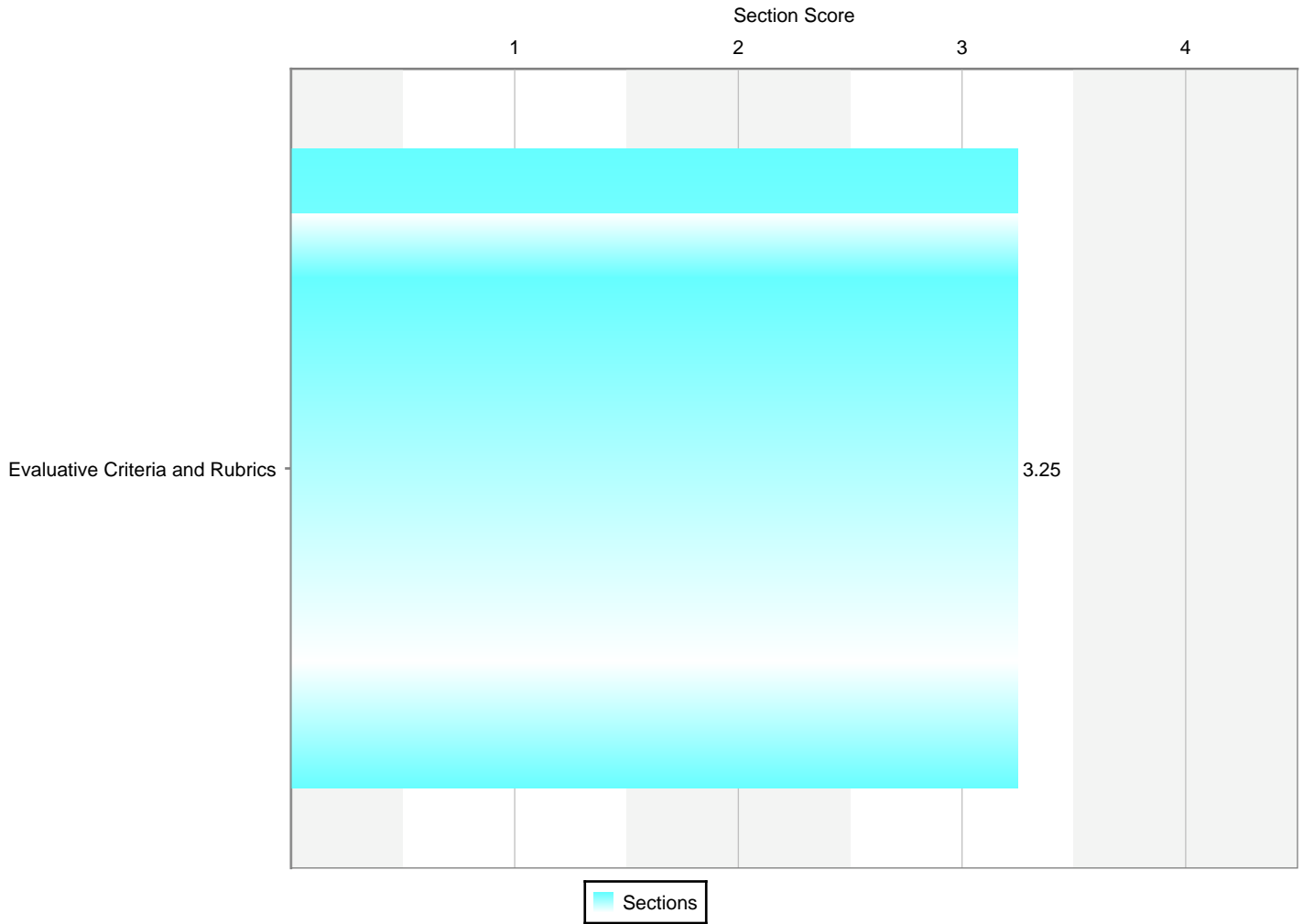
Sections

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, 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	Instructional Leadership team (Names & Position) Jana' L. Sparks, Principal Grace Jernigan, Assistant Principal Tommie Ann Bush, Counselor Ashley Sykes, Kindergarten teacher Brooke Kehoe, First Grade teacher Lindsay Pittman, Second Grade teacher Whitney Veneziani, Intervention teacher Ashley Johnson, Instructional Coach Ashley Weiss, Parent	

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	Phenix City Schools is committed to equal opportunity in employment and education and does not discriminate on the basis of sex, race, color, religion, or national origin, or against qualified handicapped persons. See attached for the Assurance of Compliance with Title IX of the Education Amendments of 1972	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 Student, Personnel, & Operations Educational Services Center 1212 Ninth Avenue Phenix City, Alabama 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		

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 Primary School is not a Title I school.	

Plan for ACIP - October 10, 2014

Overview

Plan Name

Plan for ACIP - October 10, 2014

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	All student will increase in the area of reading on the DIBELS test by increasing the percent of students meeting or exceeding the baseline proficiency of benchmark status on the DIBELS testing.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$3000
2	English Language Proficiency Goal	Objectives: 1 Strategies: 1 Activities: 3	Academic	$1000
3	Building Supportive Learning Environment	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$500
4	To increase the percentage of Adequate Progress in Language Acquisition at Lakewood Primary School.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: All student will increase in the area of reading on the DIBELS test by increasing the percent of students meeting or exceeding the baseline proficiency of benchmark status on the DIBELS testing.

Measurable Objective 1:

99% of All Students will demonstrate a proficiency in the DIBELS benchmark test in Reading by 05/22/2015 as measured by the percent of students meeting or exceeding the baseline proficiency of benchmark status on the DIBELS test. .

Strategy 1:

Reading - Implement strategies through professional development and instructional practices in reading to improve students reading scores.

Research Cited: Alabama Reading Initiative. (2007). The Goal of Reading Instruction: Skillful Readers. Alabama Reading Initiative Professional Development Module (p. 3).

Courses of Study: (1) Exhibit phonemic awareness, including identifying and categorizing phonemes, orally blending phonemes into one-syllable words, segmenting one-syllable words into phonemes, and rhyming. (2) Demonstrate letter-sound association, including matching letters to corresponding spoken sounds and blending letter sounds into one-syllable words, using printed materials. Examples: initial consonant sounds, final consonant sounds, medial short vowel sounds.

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adhere to the district's instructional pacing guide and embedded non-mastered standards frequently on instructional days. Data results will be used systematically on a weekly, monthly, and quarterly basis to determine standards for remediation. Data analysis will be conducted monthly and quarterly for each grade level to disaggregate the data to identify struggling students as well as the least mastered COS standards. The principal and instructional coach will conduct follow up sessions scheduled throughout the year via data meetings and grade level meetings. Professional Learning Communities (PLC) will be established with a schedule implemented for teachers to observe each other and share "best practices". Increased active student engagement is a primary goal of our PLC observations.	Professional Learning	08/11/2014	05/22/2015	$0	Other	Principal, District Instructional Coach, Reading Intervention teacher

Activity - Data Analysis/Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Strategies:
• Conduct a data analysis of the 2012-2013 DIBELS, Harcourt Storytown Benchmark Reading Assessment, McGraw- Hill Wonders Reading Assessment, STAR Early Literacy, STAR reading, and the Global Scholars Performance Series.

• First grade-Reading pacing guide includes 12 flex days to provide days at the beginning of the school year to allow one week of Smart Start as a practice lesson with gradual implementation of the weekly lessons, building in components until full implementation is reached at the end of week 4. The Flex Days also allow for review days approaching short weeks with holidays.
• Adhere to the district's instructional pacing guides for all subjects and embed non-mastered standards into instruction.
• Follow up data meetings and grade level meetings will be conducted by the Principal and Instructional Coach. Data meetings and grade level meetings will be used for identification of skills needing remediation or strategies that may produce increased achievement through:
• Identification of students needing skill remediation in Tier 2 Intervention for small group mini lesson focus. | Professional Learning | 08/06/2014 | 05/22/2015 | $0 | District Funding | Principal, District Instructional Coach, Reading Intervention teacher, District Curriculum Committee Members |

Strategy 2:

Explicit Instruction - Teachers will design and implement before, during, and after lessons that provide explicit instruction with appropriate strategies for each lesson part in all subjects.

Research Cited: Rasinski, T., & Padak, N. (2001). From Phonics to Fluency: Effective teaching of decoding and reading fluency in the elementary school. New York, NY: Addison-Wesley Educational Publishers

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide active student engagement using text evidence through reading, writing investigating, partner talk, higher order thinking/questioning techniques, and listening to informational text. • Lesson plans will reflect explicit instruction lesson parts: before, during, after activities with the use of increased graphic organizers. Strong focus will be placed on accessing prior knowledge and building background in correlation with each Essential Question, relating back to the lesson outcome. • Planned lessons and instruction will reflect the outcomes/objectives related to CCSS/CCRS Standards.	Academic Support Program	08/06/2014	05/22/2015	$0	No Funding Required	Principal, Instructional Coach, Curriculum and Instruction department, District Instructional Coaches, District Curriculum Committees

Strategy 3:

Professional Development - Provide Professional Development in the areas of Reading, Common Core, lesson planning, and active student engagement.

Research Cited: Harvey, S., & Goudvis, A. (2000). Strategies that Work: Teaching Comprehension to Enhance Understanding. York, ME: Stenhouse Publishers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• Professional development will be tailored around skills/strategies identified as areas of improvement as reflected by data and subsequent data meetings. • Apply skills learned from the professional development sessions. • Show documentation of Sign in Sheets, and lesson plans as applicable.	Professional Learning	08/06/2014	05/22/2015	$3000	Title II Part A	Principal, Instructional Coach, Department of Curriculum and Instruction

Goal 2: English Language Proficiency Goal

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in reading, writing, listening and speaking in English Language Arts by 05/22/2015 as measured by the students gaining 0.5% on the ACCESS Test..

Strategy 1:

Listening and Speaking Vocabulary - Students will be engaged in explicit language and listening instruction to increase speaking and listening vocabularies across the

core subjects.

Research Cited: Garcia, G. (2003). English Learners: Reaching the Highest Level of English Literacy. Newark, DE: International Reading Association.

Irwin, J. (2004). English Learners: Discussion Guide and Related Journal Articles. Newark, DE: International Reading Association.

Activity - Oral Reading and Language Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the following programs as needed: Early Vocabulary Connections, Picture Vocabulary for Learning Spoken English, Rosetta Stone Levels 1 and 2, Picture Vocabulary for Science, Scottish Rite Reading Program, and available Ipad apps. Teachers will monitor student progress in English usage and vocabulary. All EL students are evaluated and their ACCESS results are used to modify each school's plan and the district's plan respectively. Additionally, each school has a designated EL teacher-representative to assist with plan development and utilization of resources. Students will be closely monitored by the classroom teacher and the district administrator. Additional support will be employed as needed.	Academic Support Program	08/06/2014	05/22/2015	$1000	District Funding	District EL Coordinator, School EL Coordinator, Director of Curriculum and Instruction, Principal

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

| Teachers will conduct directed oral lessons individually or in small groups. Peer helpers will be provided. Teachers will provide visuals to explain concepts and break down definitions into simpler and basic English words. | Academic Support Program | 08/06/2014 | 05/22/2015 | $0 | District Funding | District EL Coordinator, School EL Coordinator, Director of Curriculum and Instruction, Principal |

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers of EL student's opportunities to attend professional development training on incorporating language objectives into lesson plans. Training may be attended locally or outside of the school system. Directed oral lessons will be taught individually or in small groups. Students will be assigned to a peer helper. Visuals like pictures, graphic aids, flash cards, books with simple text, and relevant language apps for the Ipad will be provided to explain concepts and break down definitions into simpler and more basic English words. Lesson plans and observations will reflect the use of instructional modifications in the classrooms. Progress will be monitored periodically, and reports will be reviewed from the ACCESS for EL's English Language Proficiency Test. Resources: Early Vocabulary Connections, Picture Vocabulary for Learning, Spoken English, Rosetta Stone Level 1 and Level 2, Picture Vocabulary for Science, Scottish Rite Reading Program.	Professional Learning	08/06/2014	05/22/2015	$0	District Funding	District EL Coordinator, School EL Coordinator, Director of Curriculum and Instruction, Principal

Goal 3: Building Supportive Learning Environment

Measurable Objective 1:

collaborate to decrease student interruptions and classroom behavior in order to create a climate that is conducive for learning by 05/22/2015 as measured by student discipline.

Strategy 1:

Self Motivation - Teachers will follow the state mandated program for Character Education within the classroom. The counselor will meet with each class weekly to discuss character words to improve behavior.

Research Cited: Schmoker, M. (1999). Results: The Key to Continuous School Improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Self Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Character words for the week including the definition and character stories will be read over the intercom and posted in the building. Classes will sign up for a designated character word that will be videotaped by a local television station, one of our Partners In Education (PIE). Students will be awarded every 9 weeks for perfect attendance and receiving all A's or all A's/B's. A review of lesson plan implementation by the counselor and a list of students receiving certification for good citizenship and perfect attendance will be reviewed. The Guidance Advisory Council will be available to assist counselors with developing strategies that can be used in the classroom. To provide resources for teachers that needs assistance in the area of Classroom Management throughout the school year. STI Data, Tools for Teaching Program, Classroom Management Program sponsored by EARIC, and other professional development opportunities will be used to help new and veteran teachers with classroom management strategies.	Behavioral Support Program	08/06/2014	05/22/2015	$0	District Funding	Principal, Guidance Counselor, Guidance Department

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• New teachers will attend Tools For Teaching workshops. Through this program, they will receive training on classroom arrangement and classroom procedures, as well as discipline that will result in the best possible learning environment for academic performance to be successful. • Conduct behavioral and procedural "What Works For Me" sessions during grade level meetings and faculty meetings in which teachers share ideas for classroom control and management. • Tenured teachers with poor classroom management will observe stronger teachers within and outside of school through Professional Learning Community (PLC) observations. Monitor attendance at Tools For Teaching workshops. Success will be measured by the reduction of behavioral referrals and administrative classroom observations should reveal better classroom management environments if action steps are effective. Teachers will attend professional developments for classroom management and bullying strategies. Teachers will attend training through the "Tools for Teaching" program. Progress will be measured through classroom observations and walk-throughs conducted by school administration. It will also be measured by the number of discipline referrals from each class.	Professional Learning	08/06/2014	05/22/2015	$500	Title II Part A	Principal, Guidance Counselor, District Guidance Director

Goal 4: To increase the percentage of Adequate Progress in Language Acquisition at Lakewood Primary School.

Measurable Objective 1:

53% of All Students will demonstrate a proficiency Grade 1 needs to increase APLA from 0% to 53% in 2015. in English Language Arts by 05/22/2015 as measured
by Percent of ELs attaining English language proficiency.

Strategy 1:

Professional Development - A series of Professional Development opportunities will be implemented throughout the 2014-2015 school year that educate the faculty and

staff on current trend and laws in English Language Learners. These professional developments will be designed to help remove barriers that teachers have when

making accommodations for students who speak English as a second language.

Research Cited: NEA Quality School Progress, Programs and Resources Department, 2011

Activity - EL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Learner representative at Lakewood Primary School will provided training for the faculty and staff on current EL laws and educational trends and strategies to help differentiate instruction. Training opportunities will include: 1. CORE Program-Sheltered Instruction Observation Program (SIOP) 2. WIDA Standard and on-line access 3. "CAN DO" Descriptors for lesson plans and instruction, and 4. Strategies for differentiation instruction for EL students as well as receive collaborative information to help them design lessons to meet the needs of the EL students.	Professional Learning	09/29/2014	05/22/2015	$0	No Funding Required	Mrs. Gomez and Mrs. Salaam

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EL Training	The English Learner representative at Lakewood Primary School will provided training for the faculty and staff on current EL laws and educational trends and strategies to help differentiate instruction. Training opportunities will include: 1. CORE Program-Sheltered Instruction Observation Program (SIOP) 2. WIDA Standard and on-line access 3. "CAN DO" Descriptors for lesson plans and instruction, and 4. Strategies for differentiation instruction for EL students as well as receive collaborative information to help them design lessons to meet the needs of the EL students.	Professional Learning	09/29/2014	05/22/2015	$0	Mrs. Gomez and Mrs. Salaam
Lesson Plans	Provide active student engagement using text evidence through reading, writing investigating, partner talk, higher order thinking/questioning techniques, and listening to informational text. • Lesson plans will reflect explicit instruction lesson parts: before, during, after activities with the use of increased graphic organizers. Strong focus will be placed on accessing prior knowledge and building background in correlation with each Essential Question, relating back to the lesson outcome. • Planned lessons and instruction will reflect the outcomes/objectives related to CCSS/CCRS Standards.	Academic Support Program	08/06/2014	05/22/2015	$0	Principal, Instructional Coach, Curriculum and Instruction department, District Instructional Coaches, District Curriculum Committees
				Total	$0	

District Funding

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

Self Motivation	The Character words for the week including the definition and character stories will be read over the intercom and posted in the building. Classes will sign up for a designated character word that will be videotaped by a local television station, one of our Partners In Education (PIE). Students will be awarded every 9 weeks for perfect attendance and receiving all A's or all A's/B's. A review of lesson plan implementation by the counselor and a list of students receiving certification for good citizenship and perfect attendance will be reviewed. The Guidance Advisory Council will be available to assist counselors with developing strategies that can be used in the classroom. To provide resources for teachers that needs assistance in the area of Classroom Management throughout the school year. STI Data, Tools for Teaching Program, Classroom Management Program sponsored by EARIC, and other professional development opportunities will be used to help new and veteran teachers with classroom management strategies.	Behavioral Support Program	08/06/2014	05/22/2015	$0	Principal, Guidance Counselor, Guidance Department
Oral Reading and Language Instruction	Teachers will use the following programs as needed: Early Vocabulary Connections, Picture Vocabulary for Learning Spoken English, Rosetta Stone Levels 1 and 2, Picture Vocabulary for Science, Scottish Rite Reading Program, and available Ipad apps. Teachers will monitor student progress in English usage and vocabulary. All EL students are evaluated and their ACCESS results are used to modify each school's plan and the district's plan respectively. Additionally, each school has a designated EL teacher-representative to assist with plan development and utilization of resources. Students will be closely monitored by the classroom teacher and the district administrator. Additional support will be employed as needed.	Academic Support Program	08/06/2014	05/22/2015	$1000	District EL Coordinator, School EL Coordinator, Director of Curriculum and Instruction, Principal

Teacher Training	Provide teachers of EL student's opportunities to attend professional development training on incorporating language objectives into lesson plans. Training may be attended locally or outside of the school system. Directed oral lessons will be taught individually or in small groups. Students will be assigned to a peer helper. Visuals like pictures, graphic aids, flash cards, books with simple text, and relevant language apps for the Ipad will be provided to explain concepts and break down definitions into simpler and more basic English words. Lesson plans and observations will reflect the use of instructional modifications in the classrooms. Progress will be monitored periodically, and reports will be reviewed from the ACCESS for EL's English Language Proficiency Test. Resources: Early Vocabulary Connections, Picture Vocabulary for Learning, Spoken English, Rosetta Stone Level 1 and Level 2, Picture Vocabulary for Science, Scottish Rite Reading Program.	Professional Learning	08/06/2014	05/22/2015	$0	District EL Coordinator, School EL Coordinator, Director of Curriculum and Instruction, Principal
Data Analysis/Planning	Strategies: • Conduct a data analysis of the 2012-2013 DIBELS, Harcourt Storytown Benchmark Reading Assessment, McGraw- Hill Wonders Reading Assessment, STAR Early Literacy, STAR reading, and the Global Scholars Performance Series. • First grade-Reading pacing guide includes 12 flex days to provide days at the beginning of the school year to allow one week of Smart Start as a practice lesson with gradual implementation of the weekly lessons, building in components until full implementation is reached at the end of week 4. The Flex Days also allow for review days approaching short weeks with holidays. • Adhere to the district's instructional pacing guides for all subjects and embed non-mastered standards into instruction. • Follow up data meetings and grade level meetings will be conducted by the Principal and Instructional Coach. Data meetings and grade level meetings will be used for identification of skills needing remediation or strategies that may produce increased achievement through: • Identification of students needing skill remediation in Tier 2 Intervention for small group mini lesson focus.	Professional Learning	08/06/2014	05/22/2015	$0	Principal, District Instructional Coach, Reading Intervention teacher, District Curriculum Committee Members

Intervention	Teachers will conduct directed oral lessons individually or in small groups. Peer helpers will be provided. Teachers will provide visuals to explain concepts and break down definitions into simpler and basic English words.	Academic Support Program	08/06/2014	05/22/2015	$0	District EL Coordinator, School EL Coordinator, Director of Curriculum and Instruction, Principal
				Total	$1000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Strategies	Adhere to the district's instructional pacing guide and embedded non- mastered standards frequently on instructional days. Data results will be used systematically on a weekly, monthly, and quarterly basis to determine standards for remediation. Data analysis will be conducted monthly and quarterly for each grade level to disaggregate the data to identify struggling students as well as the least mastered COS standards. The principal and instructional coach will conduct follow up sessions scheduled throughout the year via data meetings and grade level meetings. Professional Learning Communities (PLC) will be established with a schedule implemented for teachers to observe each other and share "best practices". Increased active student engagement is a primary goal of our PLC observations.	Professional Learning	08/11/2014	05/22/2015	$0	Principal, District Instructional Coach, Reading Intervention teacher
				Total	$0	

Title II Part A

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

Professional Development	• New teachers will attend Tools For Teaching workshops. Through this program, they will receive training on classroom arrangement and classroom procedures, as well as discipline that will result in the best possible learning environment for academic performance to be successful. • Conduct behavioral and procedural "What Works For Me" sessions during grade level meetings and faculty meetings in which teachers share ideas for classroom control and management. • Tenured teachers with poor classroom management will observe stronger teachers within and outside of school through Professional Learning Community (PLC) observations. Monitor attendance at Tools For Teaching workshops. Success will be measured by the reduction of behavioral referrals and administrative classroom observations should reveal better classroom management environments if action steps are effective. Teachers will attend professional developments for classroom management and bullying strategies. Teachers will attend training through the "Tools for Teaching" program. Progress will be measured through classroom observations and walk-throughs conducted by school administration. It will also be measured by the number of discipline referrals from each class.	Professional Learning	08/06/2014	05/22/2015	$500	Principal, Guidance Counselor, District Guidance Director
Professional Development	• Professional development will be tailored around skills/strategies identified as areas of improvement as reflected by data and subsequent data meetings. • Apply skills learned from the professional development sessions. • Show documentation of Sign in Sheets, and lesson plans as applicable.	Professional Learning	08/06/2014	05/22/2015	$3000	Principal, Instructional Coach, Department of Curriculum and Instruction
				Total	$3500	

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.

N/A

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.

During the first month that school is in session, Lakewood Primary School will hold its annual Sneak a Peek/Open House event for all parents of participating children. Notification of the Sneak a Peek/Open House will include the following: school marquee, newspaper, and on the school and district website. The announcements will be posted in English and available in other languages if needed.   The meeting will include information on the following topics:

- An explanation of the school's curriculum and the state's content standards.
- Assessment results
- The school parental involvement plan
- Parent survey results from the previous year

The administration and staff of Lakewood Primary School have a strong belief in the importance of parental involvement. Therefore, we have put measures in place to offer parent meetings on a flexible schedule. PTA meetings and a variety of Reading and Math Nights will be offered during the school year. In addition, the Parental Involvement Specialist will offer classes for parents throughout the school year. In all cases, parents will be provided with announcements prior to each event.

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).

To ensure effective involvement of parents and to support partnerships among the parents, the school, the community, and Lakewood Primary School will:

1. Provide training for parents of participating children in understanding such topics as the Common Core Standards, DIBELS testing, and Global Scholars. Parents will also receive information on how to monitor their children's academic progress and how to work with teachers to improve the achievement of their children.

2. Throughout the year, parenting classes will be held on various topics, including but not limited to, reading with your child, health and safety tips and computer training for parents are also offered.

3. Lakewood Primary School will continue to work with is teachers through inservices, faculty meetings and grade level meetings in understanding the importance of parental involvement. All staff is expected to welcome parents to the school, and to work with the guidance counselor in meeting parents' needs for their children. In addition, when the parent involvement coordinator holds training sessions, teachers are invited to attend.

4. Every effort will be made to involve parents of EL students. If needed, a bilingual employee will work with the needs of the parents.

5. Ensure that information related to school and parent programs, meetings and other activities are sent to parents of participating children in a format and language that the parents can understand.

6. Every effort is made to accommodate parents with disabilities. Lakewood Primary School is a handicapped-accessible building. Accommodations are also made for parents with disabilities in the form of phone calls or home visits.

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

In May of each year, Lakewood Primary School faculty will meet to review, evaluate and revise its school wide Continuous Improvement plan. Parents are notified when the plan is under review, and that copies are available for review in the library and the office. Parents are informed that they have the right to give input regarding the revision of the plan. The parent notification states that after the plan is finalized and approved, if a parent is dissatisfied, concerns may be submitted in writing to the school.

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)

The meeting will include information on the following topics:

- An explanation of the school's curriculum and the state's content standards.

- Assessment results

- The school parental involvement plan

- Parent survey results from the previous year

To ensure effective involvement of parents and to support partnerships among the parents, the school, the community, Lakewood Primary School will:

1. Will continue to work with it's teachers through inservices, faculty meetings and grade level meetings in understanding the importance of parental involvement. All staff is expected to welcome parents to the school, and to work with the guidance counselor in meeting parents' needs for their children. In addition, when the parent involvement coordinator holds training sessions, teachers are invited to attend.

2. Every effort will be made to involve parents of EL students. If needed, a bilingual employee will work with the needs of the parents.

3. Ensure that information related to school and parent programs, meetings and other activities are sent to parents of participating children in a format and language that the parents can understand.

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)

To assist in providing an opportunity for all parents to attend, the meeting will be offered during the evening. The meeting will include information on the following topics:

- An explanation of the school's curriculum and the state's content standards.

- Assessment results

- The school parental involvement plan

- Parent survey results from the previous year

-             Parent Conference

-             Reading Nights

-             Math Nights

To ensure effective involvement of parents and to support partnerships among the parents, the school, the community, and Lakewood Primary School will:

1. Will continue to work with is teachers through inservices, faculty meetings and grade level meetings in understanding the importance of parental involvement. All staff is expected to welcome parents to the school, and to work with the guidance counselor in meeting parents' needs for their children. In addition, when the parent involvement coordinator holds training sessions, teachers are invited to attend.

2. Every effort will be made to involve parents of EL students. If needed, a bilingual employee will work with the needs of the parents.

3. Ensure that information related to school and parent programs, meetings and other activities are sent to parents of participating children in a format and language that the parents can understand.

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)

To ensure effective involvement of parents and to support partnerships among the parents, the school, the community, and Lakewood Primary School will:

1. Continue to work with is teachers through inservices, faculty meetings and grade level meetings in understanding the importance of parental involvement. All staff is expected to welcome parents to the school, and to work with the guidance counselor in meeting parents' needs for their children. In addition, when the parent involvement coordinator holds training sessions, teachers are invited to attend.

2. Make every effort will be made to involve parents of EL students. If needed, a bilingual employee will work with the needs of the parents.

3. Make ensure that information related to school and parent programs, meetings and other activities are sent to parents of participating children in a format and language that the parents can understand.

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)

To ensure effective involvement of parents and to support partnerships among the parents, the school, the community, and Lakewood Primary School will provide:
- A Parent resource area for parents
- Meet with the counselor Night
- Parenting Day
- Reading and Math Nights

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)

To assist in providing an opportunity for all parents to attend, the meeting will be offered during the evening. The meeting will include information on the following topics:

- An explanation of the school's curriculum and the state's content standards.
- Assessment results
-                 Teacher websites
-                 Newsletter for parents
-                 TransAct program for translation of paperwork
- The school parental involvement plan
- Parent survey results from the previous year

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)

During the first month that school is in session, Lakewood Primary School will hold its annual Sneak a Peek/Open House event for all parents of participating children. Notification of the Sneak a Peek/Open House will include the following: on the school marquee, and posting in the newspaper and on the school and district website. The announcements will be posted in English and available in other languages if needed. To assist in providing an opportunity for all parents to attend, the meeting will be offered during the evening. The meeting will include information on the following topics:

- An explanation of the school's curriculum and the state's content standards.
- Assessment results
- The school parental involvement plan
- Parent survey results from the previous year

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.

To ensure effective involvement of parents and to support partnerships among the parents, the school, the community, and Lakewood Primary School will:

1. Every effort will be made to involve parents of EL students. If needed, a bilingual employee will work with the needs of the parents.

2. Ensure that information related to school and parent programs, meetings and other activities are sent to parents of participating children in a format and language that the parents can understand.

3. Every effort is made to accommodate parents with disabilities. Lakewood Primary School is a handicapped-accessible building. Accommodations are also made for parents with disabilities in the form of phone calls or home visits.

4.   TransAct program is used to translate paperwork for parents.

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.	24.86

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.	0.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	0.5

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.	38.65

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.	1033575.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	0.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	34839.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	58107.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	55391.0

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.	8482.0

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

Total   1,190,394.00

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.

Teacher training

To provide teachers of EL student's opportunity 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.

The local school budget is used for the local school.

Label	Question	Value
2.	Local Funds Provide the total.	178085.0