ACIP

Blue Springs Elementary

Limestone County School District

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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?

Welcome to Blue Springs Elementary School. The school is located in Athens, Alabama, which is in the north central part of the state. This rural community has been referred to as Coxey. The school was built as a feeder school to alleviate the overcrowding of Clements High School. Our staff worked hard over the spring/summer of 2010 to move, clean, and prepare for opening day 2010. The school was officially dedicated by Limestone County Board of Education August 1, 2010.

Blue Springs has approximately 475 students with an 82% white population, 9% Hispanic, 7% black, 1% multi-race, and 1% American Indian/Alaskan Native. We currently are 67% free/reduced lunch, however, our school and students have access to multiple resources and are on the cutting edge of the technological era.

School's Purpose

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

The mission of Blue Springs Elementary School is to help students develop intellectually, socially, emotionally, and physically through a well-balanced curriculum in a safe and nurturing environment. A dedicated staff, student and parent partnership will provide opportunities for students to become productive citizens and lifelong learners.

Our focus at Blue Springs is to do what is best for our school and best for our students. We believe by following this process in our decision making efforts, we can create an environment that leads to intellectual development, allows for social interaction and growth, and produces students that are emotionally and physically fit to engage in a progressive learning environment led by a caring and qualified staff. During an average day at our school, students and staff can be seen reviewing classroom lessons, studying for assessments, collaborating on technology projects that are challenged based, planning field trips, or working individually on creative written projects. Our dedicated faculty works hard to demonstrate exceptional teaching and reflects the best practices in education, through providing many assistance opportunities for students who are struggling, while also offering project opportunities for optimal learning to those students who need to be challenged at a higher level. We value the entire student as a whole. We believe it is vital to teach to the entire student through differentiating instruction by considering different learning styles and the diversity of student backgrounds. We encourage our students to do their very best to achieve high goals. With a wonderfully committed faculty, an excellent curriculum based on Alabama College and Career Ready Standards, great teaching practices, and community support, Blue Springs will continue to be a school that is at the forefront of other schools and systems in providing the best education possible. Our students leave Blue Springs prepared for the next level intellectually and technology capable.

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.

Blue Springs Elementary School has made many notable strides since its inception in 2010. Since 2010, Blue Springs has worked as a staff to improve in three main areas: Standardized Test Scores and Assessment, Technology usage to improve teaching and learning, and the addition of student participation activities that encourage the physical and emotional well being of our students. Since 2010, Blue Springs has continued to assess student data by disaggregating assessment data for monthly meetings with administrators and staff. Using this data our staff identifies students that are struggling in core areas. This enables our staff to provide meaningful intervention strategies to provide the support base necessary for student achievement. By working collaboratively by grade level and with support staff, students are able to move from tier to tier in the RtI model.

We are committed to programs such as the Alabama Reading Initiative (ARI), Response to Instruction (RtI) and Alabama Math Science Technology Initiative (AMSTI). Since 2013/2014, Blue Springs has lead Limestone County into the Digital Passport Initiative (DPI). Selected by our Superintendent and the Limestone County Board of Education in 2012 to be the first Limestone County School on the new 1:1 program, Blue Springs has been proceeding in the process to create and pilot the 1:1 Technology Initiative for all Limestone County Schools. Blue Springs students in grades 3-4 received MacBook Air Laptops during January of 2014. During the fall of 2014 & 2015, all students in grades 3-5 at Blue Springs received MacBook Air laptops for technology integration into the curriculum. The year 2015 also brought about additional iPads in the lower grades, making us a true 1:1 initiative school. We are proud to lead Limestone County forward into the digital passport process! These programs provide hands on opportunities for our students to learn in reading, math, science, and technology. Our teachers' personal commitments to Blue Springs and their innovative pedagogy is what sets them apart from many faculties across the state of Alabama.

Blue Springs is a school that strives to be progressive and consistent in instruction. Our school will continue to focus on data driven decisions. An increase of additional programs regularly often delays timely meetings as needed. As a staff, we are working to improve in this area.

Additional Information

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

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders from the community and across all grade levels are selected to represent the school. Meetings are scheduled on a regular basis throughout the year at a minimum of once a month involving faculty, staff, parents, students, and community members. During these meetings the needs of the entire student population are discussed and acted upon. Stakeholder input is accepted in many forms including but not limited to face-to-face meetings, phone conversations, and school functions. We also utilize multiple social network environments for feedback.

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

Parents, retired teachers, business owners, and faculty members all participate in the development of our involvement plan and have input in the meeting schedule. Meetings are flexible to accommodate the work schedules of all involved.

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 on a regular basis through our website, newsletter, and school visits. Regular posts are made to Twitter, Facebook, Remind 101, and School Messenger to keep stakeholders updated in a "real time" manner.

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 Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

Sixty-nine percent of all students who took the Scantron Performance Series test in reading (Grades 2-5) made at least a year's worth of growth from fall of 2016 to spring of 2017.

Sixty-nine percent of all students who took the Scantron Performance Series test in math (Grades K-5) made at least a year's worth of growth from fall of 2016 to spring of 2017.

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

Kindergarten letter naming frequency (LNF) increased from 29% benchmarking in the fall to 83% at or above benchmark in the spring.

The cohort of 4th grade students in 2017 made a 12 percentage point gain over the previous year on the reading portion of the ACT Aspire assessment.
The cohort of 5th grade students in 2017 made a 5 percentage point gain over the previous year on the reading portion of the ACT Aspire assessment.

The cohort of 4th grade students in 2017 made a 15 percentage point gain over the previous year on the math portion of the ACT Aspire assessment.

Fifth grade math students improved their national percentile rankings by 11 percentage points from fall to spring on the Scantron Performance Series Math test.

Which area(s) indicate the overall highest performance?

Growth - Kindergarten math for Scantron Performance Series
Achievement - Third grade math for ACT Aspire

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

In 2015 only 7% of fourth grade special education students were in the ACT readiness range in reading on ACT Aspire. In 2017 twenty-one percent of the fourth grade students with an IEP were in the ACT readiness range in all sections of the reading test.

The percentage of economically disadvantaged fourth grade students who are in the ACT readiness range for math increased from 48% to 57%.

Between which subgroups is the achievement gap closing?

Economically Disadvantaged Students are closing the gap in math

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

The results from the ACT Aspire are consistent with findings from Scantron Performance Series testing.

Areas in Need of Improvement

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

Third grade DIBELS - ORF WC fell from 63% of students reaching benchmark in the winter to only 53% reaching benchmark in the spring

Second grade DIBELS - ORF WC remained at 60% for both fall and spring

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

Students with IEP's show a negative trend in reading. Over the last two years, the percentage of students with an IEP in the ACT readiness range for reading fell with the following percentages shown as ready in "Key Ideas and Details":
5th grade - 0%
4th grade - 21%
3rd grade - 15%

Which area(s) indicate the overall lowest performance?

On the Scantron Performance Series assessment in reading, second grade lost 4 percentage points for NPR fall to spring, and third grade lost 2 percentage points.

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

Students with IEP's in reading

Between which subgroups is the achievement gap becoming greater?

There aren't enough minority subgroups to make a comparison

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

The results from the ACT aspire assessments align with the findings from Scantron Performance Series testing.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.75
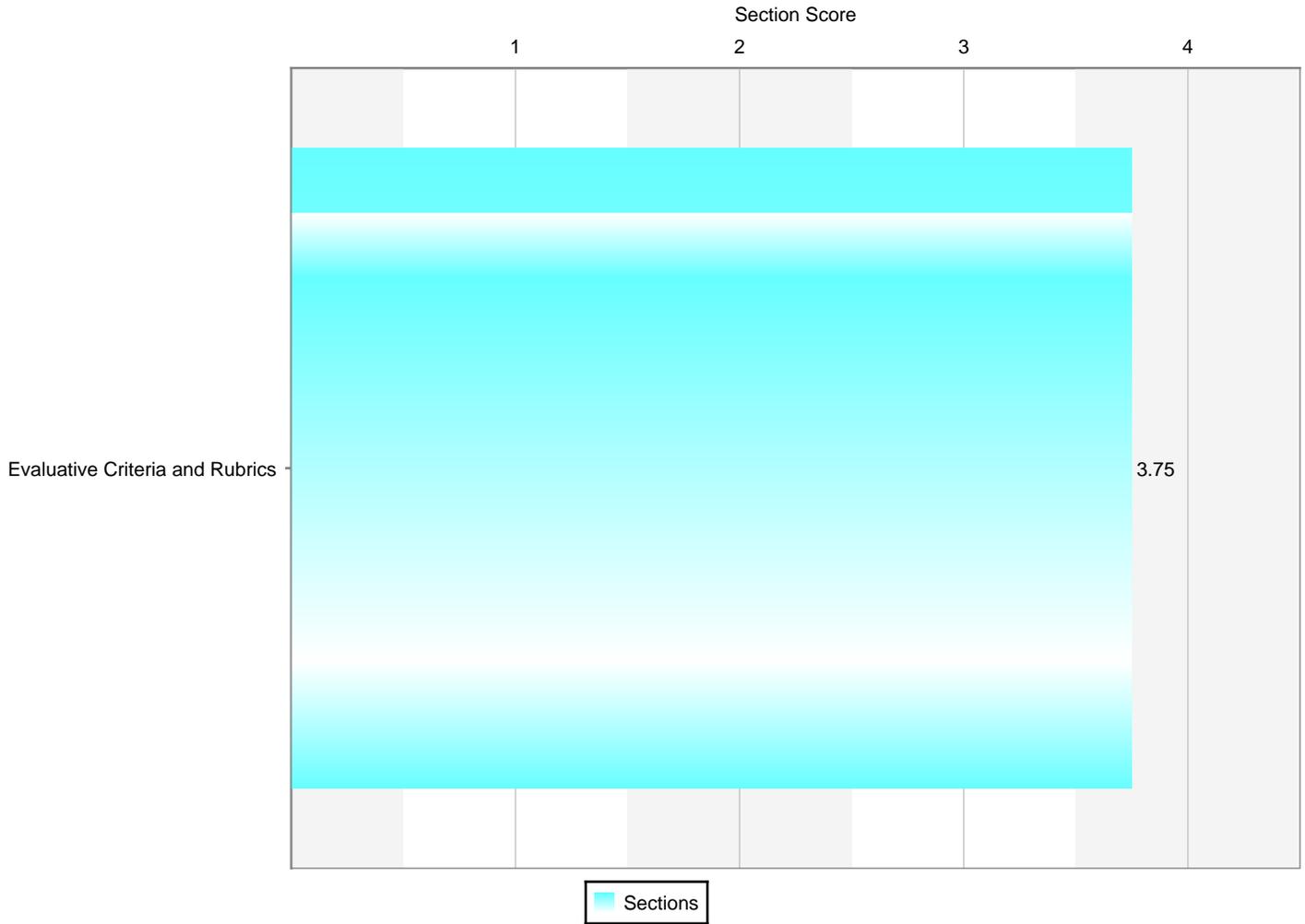
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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		Non Discriminatory Assurance

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. Tommy Hunter Executive Director of Human Resources, Operations, and Maintenance 300 South Jefferson Street Athens, AL 35611 256-232-5353	Employee Non-Discrimination

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Involvement Plan and District Policy

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Compact

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase student proficiency in the core academic subject of reading	Objectives: 2 Strategies: 4 Activities: 4	Organizational	$0
2	Increase student proficiency in the core academic subject of math	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
3	Provide a system of learning supports that reduces the effects of barriers to student achievement	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$0

Goal 1: Increase student proficiency in the core academic subject of reading

Measurable Objective 1:

collaborate to increase the number of students reaching benchmark by 2% for grades K-2 by 05/18/2018 as measured by DIBELS Next (K-2).

Strategy 1:

ARI explicit phonics lessons - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, fluency, and vocabulary.

Category: Develop/Implement Learning Supports

Activity - Explicit phonemic awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialists will train all reading teachers in lesson study using the revised ARI modules Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers Teachers will document explicit phonemic awareness and phonics instruction in lesson plans Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation. District reading specialist will support administrators, reading specialists, and classroom teachers with tiered reading instruction and data analysis.	Academic Support Program	09/15/2017	05/11/2018	$0	No Funding Required	District curriculum staff, administrators, and teachers

Strategy 2:

Tiered Instruction - Tiered instruction will be taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used, and student progress will be evaluated in monthly data meetings. Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidence based curriculum (Sounds Sensible or Spire). PST will determine next steps for individual students.	Academic Support Program	09/15/2017	05/11/2018	$0	No Funding Required	Administrators and Teachers

Measurable Objective 2:

collaborate to Increase the number of students (3-5) who demonstrate at least one year's growth by 1% by 05/11/2018 as measured by Scantron Performance Series.

Strategy 1:

Decoding multi-syllabic words - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Learning Supports

Activity - Multi-syllabic instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words and assess individual student proficiency in decoding multi-syllabic words. Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Teachers will provide ongoing practice and strategies for students within grade level text.	Academic Support Program	09/15/2017	05/11/2018	$0	No Funding Required	Reading specialist and teachers

Strategy 2:

Comprehension strategies - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Activity - Explicit comprehension instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Teachers will document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction through walkthroughs.	Academic Support Program	09/15/2017	05/11/2018	$0	No Funding Required	Administrators and teachers

Goal 2: Increase student proficiency in the core academic subject of math

Measurable Objective 1:

collaborate to Increase the number of students (K-5) who demonstrate at least one year's growth by 05/11/2018 as measured by Scantron Performance Series.

Strategy 1:

Math facts - Increase student fluency in math facts

Category: Develop/Implement Learning Supports

Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use the computer program Reflex math to increase math fact fluency. Students will use Reflex math at lease weekly to help solidify math facts.	Academic Support Program	09/15/2017	05/11/2018	$0	No Funding Required	Teachers and administrators

Strategy 2:

Tiered Instruction - Tiered instruction will be taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the AMSTI Investigations curriculum to teach all students. Based on progress monitoring data, Tier 2 students will be taught in small group using a different strategy. Math interventionists will help students who are at-risk and in need of Tier 3 instruction. Teachers will plan with the district math coach to fill gaps in the Investigations curriculum.	Academic Support Program	09/15/2017	05/11/2018	$0	No Funding Required	District math coach, math interventionists, teachers, and administrators

Goal 3: Provide a system of learning supports that reduces the effects of barriers to student achievement

Measurable Objective 1:

collaborate to provide learning supports through intervention programs to assist students by 05/11/2018 as measured by daily observation.

Strategy 1:

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify the barriers to student achievement in order to address students' needs and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Address the needs of students, including English learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem-solving team. The problem solving team will meet every 20 days to discuss the needs of students.	Behavioral Support Program, Academic Support Program	09/15/2017	05/11/2018	$0	No Funding Required	Teachers and members of the problem solving team

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

Summer reading, kindergarten camp, and mentoring are just three of the support programs offered to students at Blue Springs. Teachers identify students who are in need of reading intervention, and those students receive help over the summer. Kindergarten teachers help new kindergarten students get oriented to the school, learn routines and procedures, and become familiar with the facilities during the summer. The teachers informally evaluate the students' academic and social development skills and use this information to determine class lists. Each student is assigned an adult advocate/mentor. Mentoring sessions take place at least once a month with students.	Behavioral Support Program, Academic Support Program	09/15/2017	05/11/2018	$0	No Funding Required	Teachers and administrators

Strategy 2:

Professional Learning for Faculty - In order to increase rigor in the curriculum, teachers will attend various professional learning sessions throughout the year.

Category: Develop/Implement Professional Learning and Support

Activity - Professional Learning for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	09/15/2017	05/11/2018	$0	Title I Schoolwide	Teachers and Administrators

Activity - Professional Learning for Administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to become a better instructional leader, administrators will attend various professional learning opportunities throughout the year.	Professional Learning	09/15/2017	05/11/2018	$0	Title I Schoolwide	Administrators

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
Reflex Math	Students use the computer program Reflex math to increase math fact fluency. Students will use Reflex math at lease weekly to help solidify math facts.	Academic Support Program	09/15/2017	05/11/2018	$0	Teachers and administrators
Explicit comprehension instruction	Core teachers will provide explicit instruction in comprehension strategies. Teachers will document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction through walkthroughs.	Academic Support Program	09/15/2017	05/11/2018	$0	Administrators and teachers
Problem Solving Team	Address the needs of students, including English learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem-solving team. The problem solving team will meet every 20 days to discuss the needs of students.	Behavioral Support Program, Academic Support Program	09/15/2017	05/11/2018	$0	Teachers and members of the problem solving team
Tiered Instruction	Teachers will document daily Tier 2 intervention for students including topic and materials used, and student progress will be evaluated in monthly data meetings. Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidence based curriculum (Sounds Sensible or Spire). PST will determine next steps for individual students.	Academic Support Program	09/15/2017	05/11/2018	$0	Administrators and Teachers
Intervention Programs	Summer reading, kindergarten camp, and mentoring are just three of the support programs offered to students at Blue Springs. Teachers identify students who are in need of reading intervention, and those students receive help over the summer. Kindergarten teachers help new kindergarten students get oriented to the school, learn routines and procedures, and become familiar with the facilities during the summer. The teachers informally evaluate the students' academic and social development skills and use this information to determine class lists. Each student is assigned an adult advocate/mentor. Mentoring sessions take place at least once a month with students.	Behavioral Support Program, Academic Support Program	09/15/2017	05/11/2018	$0	Teachers and administrators

Multi-syllabic instruction	Teachers will provide direct instruction in decoding multi-syllabic words and assess individual student proficiency in decoding multi-syllabic words. Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Teachers will provide ongoing practice and strategies for students within grade level text.	Academic Support Program	09/15/2017	05/11/2018	$0	Reading specialist and teachers
Explicit phonemic awareness	Reading specialists will train all reading teachers in lesson study using the revised ARI modules Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers Teachers will document explicit phonemic awareness and phonics instruction in lesson plans Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation. District reading specialist will support administrators, reading specialists, and classroom teachers with tiered reading instruction and data analysis.	Academic Support Program	09/15/2017	05/11/2018	$0	District curriculum staff, administrators, and teachers
Tiered Instruction	Teachers will use the AMSTI Investigations curriculum to teach all students. Based on progress monitoring data, Tier 2 students will be taught in small group using a different strategy. Math interventionists will help students who are at-risk and in need of Tier 3 instruction. Teachers will plan with the district math coach to fill gaps in the Investigations curriculum.	Academic Support Program	09/15/2017	05/11/2018	$0	District math coach, math interventionists, teachers, and administrators
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning for Teachers	Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	09/15/2017	05/11/2018	$0	Teachers and Administrators
Professional Learning for Administrators	In order to become a better instructional leader, administrators will attend various professional learning opportunities throughout the year.	Professional Learning	09/15/2017	05/11/2018	$0	Administrators
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Standard 1: Purpose and Direction received the highest rating from staff, early elementary students, and elementary students.	Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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?

Parent Survey

Q1: Our school's purpose statement is clearly focused on student success.

Q3: Our school has established goals and a plan from improving student learning.

Q6: Our school has high expectations for students in all classes.

Staff Survey

Q1: Our school's purpose statement is clearly focused on student success.

Q3: Our school's purpose statement is based on shared values and beliefs that guide decision-making.

Q5: Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Student Survey (Early Elementary & Elementary)

Q1: My teacher wants me to learn / In my school my principal and teachers want every student to learn.

Q3/Q5: My teacher wants me to do my best / In my school my teachers want me to do my best work.

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

The surveys indicate that we have a purpose statement that is student focused and reviewed on a regular basis.

The surveys indicate that all teachers participate in collaborative learning among their grade levels. Vertical planning is happening through professional learning days.

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

Student focused purpose statement
High academic standards are set and expected of every student

Areas in Need of Improvement

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

Parent Survey

Q28: Our school provides excellent support services (e.g., counseling, and/or career planning).

Q29: Our school provides opportunities for students to participate in activities that interest them.

Staff Survey

Q43: Our school provides high quality student support services (e.g., counseling, referrals, educational and career planning).

Early Elementary

Q12: I use a computer to learn at school.

Elementary

Q4: In my school students treat adults with respect.

Q18: My principal and teachers ask me what I think about school.

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

BSE piloted the 2013-14 Digital Passport Initiative (one-to-one technology for 3-5) for Limestone County Schools. An instructional technology facilitator was hired to help with instructional coaching, but she's since had her time on campus reduced to two days a week. In addition, students in 3rd grade no longer have a MacBook Air. They will have a Chromebook in December.

Also, the lack of opportunities for counseling services was a trend; however, a new counselor has been hired who is meeting with classes and students on a regular basis.

What are the implications for these stakeholder perceptions?

Due to the reduction of days that the instructional technology facilitator is on campus, many technical issues aren't resolved in a timely manner. A problem that once took a day to resolve, now takes 3 days through no fault of the ITF. Our district has also canceled a contract with an outside vendor for management of the devices which adds to the delay.

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

While many students are in need of individualized counseling sessions and weren't able to have those needs met, beginning this school year, students are receiving the services they need.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
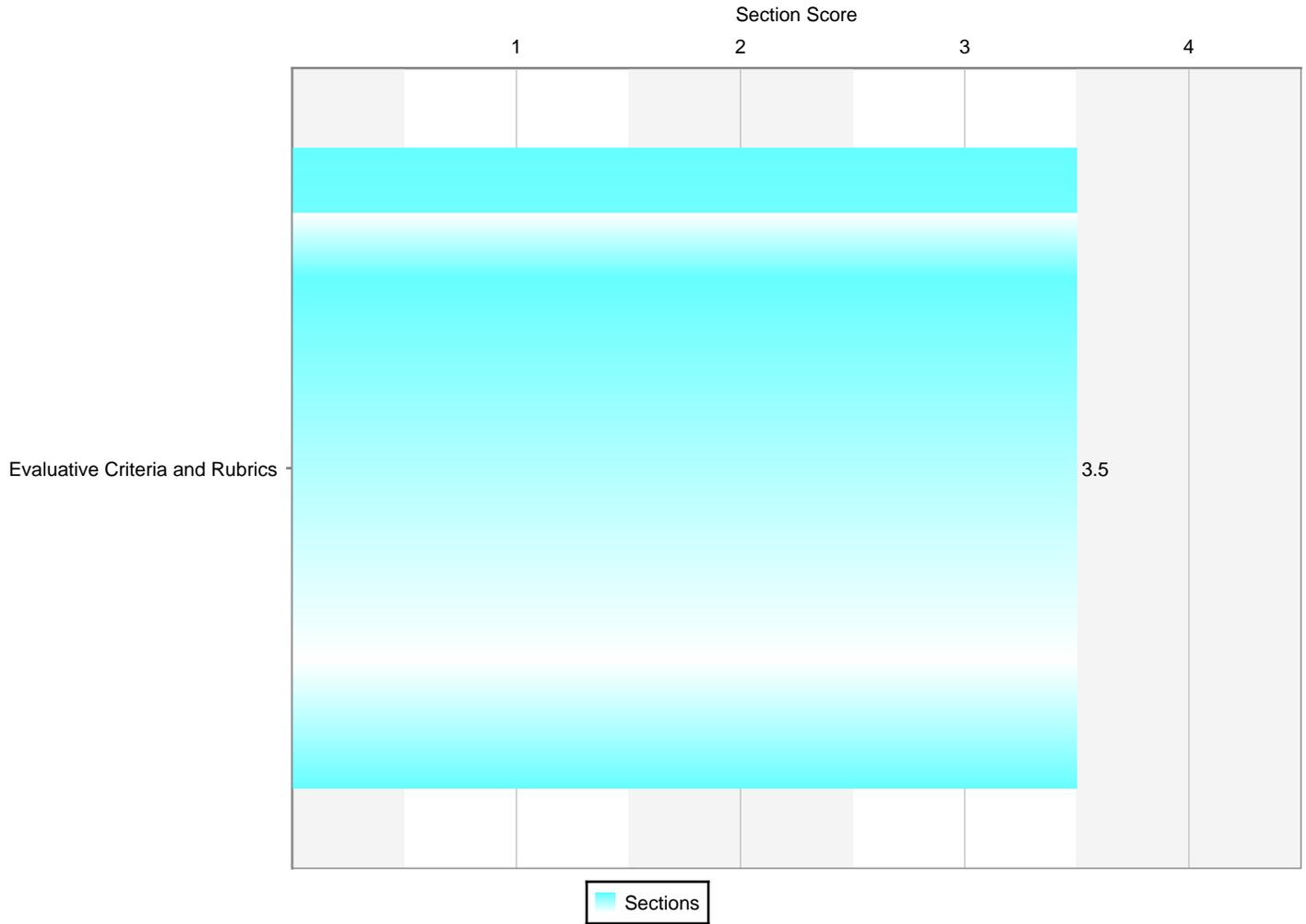
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Faculty, support staff, parents, and administration participated in a variety of collaborative sessions including faculty meetings data meetings, departmental meetings, school operations surveys, and grade level meetings to develop and set forth implementation of the ACIP. Parents and community shareholders were actively involved in the planning, development, and implementation of ACIP by attending planning sessions and meetings including, but not limited to Parental involvement meetings and School-wide Planning meetings.

What were the results of the comprehensive needs assessment?

Results were positive in nature and provided information for Blue Springs to continue to show progress. Results show that the facility is clean and appropriate for teaching and learning. Multiple assessments provide our staff with data to evaluate for student improvement.

Results also show stakeholders believe Blue Springs is student-centered and focused on learning. BSE provides a safe, nurturing environment for all students and strives to meet the social, emotional, developmental, and academic needs of all students.

What conclusions were drawn from the results?

Our school team used evidence to conclude our belief in our school as being student focused and strong in instruction delivery. We see a continuous need to improve in teaching and learning strategies. Being student focused we want to continue to use technology and a strong curriculum base to continue to show progress. Having our students college and career ready is the end product we desire to achieve.

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

Surveys by students, staff, and stakeholders were analyzed and data results discussed by the school team. Blue Springs Elementary has a strong reputation in the community for safety, high academic expectations, and leadership. The assessment surveys utilized indicated high achievement by students in most core subjects.

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

Currently the school staff is focused on using the needs assessment to create school goals for academic achievement. Blue Springs data indicates a need to continue to find resources to improve reading and math scores. A variety of programs are available for teachers to use for instruction that coincide with the state and local curriculum standards.

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

The goals use a variety data (ACT Aspire, Scantron Performance Series, DIBELS, Attendance, Discipline) to determine student progress. In addition to these data points, teachers use Scantron Achievement Series, Compass Learning Odyssey, Accelerated Reader, and many other instruction based programs to progress monitor. The data retained is used to create working goals that are achievable daily, weekly, monthly, and by end of the year. Students not making progress are considered Tier II students who receive interventions from the teachers according to the Response to Intervention (RtI) model. Further support is provided by our Problem Solving Team (PST) for students who aren't responding to the Tier II interventions.

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

BSE provides many activities to help all students. All students are assessed at the beginning of the year to attain needed data for analysis. This data allows for the whole population to achieve at a pace on their level. Gifted students can continue to add challenging lessons, while those needing intervention receive continual services by additional staff including music, art, PE, and instructional aides. EL students are served by the EL teacher along with regular education teachers.

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

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

Goal 1:

Reduce truancy at Blue Springs Elementary School

Measurable Objective 1:

collaborate to reduce by 1% the number of students who have 7 or more unexcused absences by 05/04/2018 as measured by attendance information from Chalkable comparing the current school year to the previous year.

Strategy1:

Parental Involvement - Through the use of social media and other methods of communication we will work to increase parental involvement especially for the parents of students who are truant.

Category: Develop/Implement Learning Supports

Research Cited: http://www.childtrends.org

2013. Parental involvement in schools.

Activity - Increase Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For students who reach three unexcused absences, parents will be notified by a phone call. Administrators will use the school messenger system to notify parents of school holidays and half-days for students. This service will also be used in the event of inclement weather. In addition, school messenger will be used to encourage students to attend school regularly and on-time especially on testing days. Phone calls will be automatically generated by iNOW (Chalkable) for students who are absent. The daily attendance rate, number of late arrivals, and number of early departures are posted everyday in the front office to help encourage good attendance. Administrators and Teachers use Remind 101, twitter, and other forms of social media to promote regular attendance. Finally, we will develop a parental involvement plan to increase overall parent involvement.	Behavioral Support Program	09/05/2017	05/04/2018	$0 - No Funding Required	Faculty, staff, administrators

Strategy2:

Mentoring Sessions - All students will receive mentoring sessions at least once a month. For students identified as truant or at-risk because of attendance, teachers will focus on removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: Balfanz, Robert and Vaughn Byrnes. Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School Attendance and its implications for other cities. Everyone Graduates Center, Johns Hopkins University School of Education, November 2013. This report examines the impact of NYC Mayor Michael Bloomberg's task force on truancy, chronic absenteeism and school engagement, a program that spanned 2010 to 2013 and reached more than 60,000 students in NYC public schools. The study found that students who missed at least 20 days of school per year (the definition of chronic absenteeism) had lower grades and were more likely to drop out than students with better attendance. Yet the researchers also found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Mentoring Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports. Adults will serve as mentors and meet at least once a month with all students. Students who have been identified as truant will have attendance plans that may require a more frequent visit with a mentor.	Behavioral Support Program	09/05/2017	05/04/2018	$0 - No Funding Required	All faculty and staff

Strategy3:

Monitor Attendance - Attendance will be monitored for all students. Our attendance clerk will run reports in iNOW (Chalkable) and forward those reports to administrators and counselors.

Category: Develop/Implement Learning Supports

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research and Practice. Northwest Regional Educational Laboratory, June 2004. This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist, there are no "silver bullet" approaches proved to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - Celebrate Perfect Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use positive behavior support to recognize and reward students for attending school. Students who have perfect attendance each nine-weeks will receive a free Kona Ice donated by the owner of the company. Also, their names will go into a drawing for three digital tablets donated by our partner in education.	Behavioral Support Program	08/14/2017	05/25/2018	$0 - No Funding Required	Teachers and administrators

Activity - Attendance Tracking and Intervention Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be monitored for all students by the attendance clerk. If a student has 3 unexcused absences, an administrator will speak to the student and parent to discuss truant behavior. If a student has 3 unexcused absences in the first 30 days of school, the student will automatically be placed on PST, and the team will implement a plan for the student. Once a student has 5 unexcused absences, a letter will be sent by our SRO to the parents requesting a truancy meeting. The counselor will meet with students, and PST will write plans for students who exceed 5 unexcused absences. Parents will be call to truancy court if the problem continues.	Behavioral Support Program	09/05/2017	05/04/2018	$0 - No Funding Required	Teachers, Counselor, SRO, Problem Solving Team (PST), and Administrators

Goal 2:

Provide a system of learning supports that reduces the effects of barriers to student achievement

Measurable Objective 1:

collaborate to provide learning supports through intervention programs to assist students by 05/11/2018 as measured by daily observation.

Strategy1:

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify the barriers to student

achievement in order to address students' needs and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Address the needs of students, including English learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem-solving team. The problem solving team will meet every 20 days to discuss the needs of students.	Behavioral Support Program Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Teachers and members of the problem solving team

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer reading, kindergarten camp, and mentoring are just three of the support programs offered to students at Blue Springs. Teachers identify students who are in need of reading intervention, and those students receive help over the summer. Kindergarten teachers help new kindergarten students get oriented to the school, learn routines and procedures, and become familiar with the facilities during the summer. The teachers informally evaluate the students' academic and social development skills and use this information to determine class lists. Each student is assigned an adult advocate/mentor. Mentoring sessions take place at least once a month with students.	Behavioral Support Program Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Teachers and administrators

Strategy2:

Professional Learning for Faculty - In order to increase rigor in the curriculum, teachers in all disciplines will attend various professional

learning sessions throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Learning for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	09/15/2017	05/11/2018	$0 - Title I Schoolwide	Teachers and Administrators

Activity - Professional Learning for Administrators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to become a better instructional leader, administrators will attend various professional learning opportunities throughout the year.	Professional Learning	09/15/2017	05/11/2018	$0 - Title I Schoolwide	Administrators

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Increase student proficiency in the core academic subject of reading

Measurable Objective 1:

collaborate to Increase the number of students (3-5) who demonstrate at least one year's growth by 1% by 05/11/2018 as measured by

Scantron Performance Series.

Strategy1:

Comprehension strategies - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit comprehension instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Teachers will document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction through walkthroughs.	Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Administrators and teachers

Strategy2:

Decoding multi-syllabic words - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within

grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Multi-syllabic instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words and assess individual student proficiency in decoding multi-syllabic words. Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Teachers will provide ongoing practice and strategies for students within grade level text.	Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Reading specialist and teachers

Measurable Objective 2:

collaborate to increase the number of students reaching benchmark by 2% for grades K-2 by 05/18/2018 as measured by Nonsense Word

Fluency (NWF) for both kindergarten & first grade and Oral Reading Fluency (ORF) for second grade on DIBELS Next.

Strategy1:

Tiered Instruction - Tiered instruction will be taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used, and student progress will be evaluated in monthly data meetings. Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidence based curriculum (Sounds Sensible or Spire). PST will determine next steps for individual students.	Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Administrators and Teachers

Strategy2:

ARI explicit phonics lessons - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, fluency, and vocabulary.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit phonemic awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will train all reading teachers in lesson study using the revised ARI modules Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers Teachers will document explicit phonemic awareness and phonics instruction in lesson plans Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation. District reading specialist will support administrators, reading specialists, and classroom teachers with tiered reading instruction and data analysis.	Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	District curriculum staff, administrators, and teachers

Goal 2:

Increase student proficiency in the core academic subject of math

Measurable Objective 1:

collaborate to Increase the number of students (K-5) who demonstrate at least one year's growth by 05/11/2018 as measured by Scantron Performance Series.

Strategy1:

Math facts - Increase student fluency in math facts

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students use the computer program Reflex math to increase math fact fluency. Students will use Reflex math at lease weekly to help solidify math facts.	Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Teachers and administrators

Strategy2:

Tiered Instruction - Tiered instruction will be taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the AMSTI Investigations curriculum to teach all students. Based on progress monitoring data, Tier 2 students will be taught in small group using a different strategy. Math interventionists will help students who are at-risk and in need of Tier 3 instruction. Teachers will plan with the district math coach to fill gaps in the Investigations curriculum.	Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	District math coach, math interventionists, teachers, and administrators

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Provide a system of learning supports that reduces the effects of barriers to student achievement

Measurable Objective 1:

collaborate to provide learning supports through intervention programs to assist students by 05/11/2018 as measured by daily observation.

Strategy1:

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify the barriers to student

achievement in order to address students' needs and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer reading, kindergarten camp, and mentoring are just three of the support programs offered to students at Blue Springs. Teachers identify students who are in need of reading intervention, and those students receive help over the summer. Kindergarten teachers help new kindergarten students get oriented to the school, learn routines and procedures, and become familiar with the facilities during the summer. The teachers informally evaluate the students' academic and social development skills and use this information to determine class lists. Each student is assigned an adult advocate/mentor. Mentoring sessions take place at least once a month with students.	Academic Support Program Behavioral Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Teachers and administrators

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Address the needs of students, including English learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem-solving team. The problem solving team will meet every 20 days to discuss the needs of students.	Academic Support Program Behavioral Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Teachers and members of the problem solving team

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

Goal 1:

Increase student proficiency in the core academic subject of reading

Measurable Objective 1:

collaborate to Increase the number of students (3-5) who demonstrate at least one year's growth by 1% by 05/11/2018 as measured by

Scantron Performance Series.

Strategy1:

Decoding multi-syllabic words - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within

grade level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Multi-syllabic instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words and assess individual student proficiency in decoding multi-syllabic words. Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Teachers will provide ongoing practice and strategies for students within grade level text.	Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Reading specialist and teachers

Strategy2:

Comprehension strategies - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit comprehension instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will provide explicit instruction in comprehension strategies. Teachers will document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction through walkthroughs.	Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Administrators and teachers

Measurable Objective 2:

collaborate to increase the number of students reaching benchmark by 2% for grades K-2 by 05/18/2018 as measured by Nonsense Word Fluency (NWF) for both kindergarten & first grade and Oral Reading Fluency (ORF) for second grade on DIBELS Next.

Strategy1:

ARI explicit phonics lessons - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, fluency, and vocabulary.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Explicit phonemic awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialists will train all reading teachers in lesson study using the revised ARI modules Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers Teachers will document explicit phonemic awareness and phonics instruction in lesson plans Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation. District reading specialist will support administrators, reading specialists, and classroom teachers with tiered reading instruction and data analysis.	Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	District curriculum staff, administrators, and teachers

Strategy2:

Tiered Instruction - Tiered instruction will be taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document daily Tier 2 intervention for students including topic and materials used, and student progress will be evaluated in monthly data meetings. Students needing Tier 3 instruction will be provided daily intervention with an appropriate evidence based curriculum (Sounds Sensible or Spire). PST will determine next steps for individual students.	Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Administrators and Teachers

Goal 2:

Provide a system of learning supports that reduces the effects of barriers to student achievement

Measurable Objective 1:

collaborate to provide learning supports through intervention programs to assist students by 05/11/2018 as measured by daily observation.

Strategy1:

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify the barriers to student

achievement in order to address students' needs and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer reading, kindergarten camp, and mentoring are just three of the support programs offered to students at Blue Springs. Teachers identify students who are in need of reading intervention, and those students receive help over the summer. Kindergarten teachers help new kindergarten students get oriented to the school, learn routines and procedures, and become familiar with the facilities during the summer. The teachers informally evaluate the students' academic and social development skills and use this information to determine class lists. Each student is assigned an adult advocate/mentor. Mentoring sessions take place at least once a month with students.	Behavioral Support Program Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Teachers and administrators

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Address the needs of students, including English learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem-solving team. The problem solving team will meet every 20 days to discuss the needs of students.	Behavioral Support Program Academic Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Teachers and members of the problem solving team

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

All active EL students, including those who have waived services, are given the ACCESS test in the spring each year. The results can be provided in Spanish and other languages. The results are given to the parents during the I-ELP meetings within the first 30 days of the beginning of the new school year. We provide interpreters so the parents can discuss and understand the results. Providing an interpreter gives the parents an opportunity to ask any questions or voice concerns about their child.

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

Teachers certified to teach elementary education or special education are hired based on state funded units and additional needs. All state foundation units are filled before Title I funds are used for class size reduction units.

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

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

Two certified teachers were non-renewed last school year. One of those teachers was a class size reduction unit. Two new teachers were hired for the 2017-2018 school year. The class size reduction unit moved from kindergarten to third grade. This is less than a 6% turnover. BSE has had no voluntary transfer requests since the school opened in 2010.

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

On average, teachers and support staff members have over 15 years of experience. This staff is experienced due to a consistently low turnover rate.

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

N/A

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

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

On the district level, ACT aspire scores for math were below national averages. Our curriculum department adopted the Investigations curriculum from the Alabama Math Science Technology Initiative (AMSTI), and all math teachers must complete at least two years of training which consists of two weeks for two summers in the appropriate grade level or course.

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

All K-5 Math teachers will receive 2 weeks of summer training to learn how to implement AMSTI instructional practices into the daily curriculum. Instructional Coach will train teachers in the use of ARI modules and strategies. Title I parental involvement/information includes parents in the decision of how to budget Title I funds. Additional parent and teacher training opportunities involve dyslexia and multistory strategies.
Principals are afforded the opportunity to participate in local and ACLD sponsored professional learning activities in order to earn PLU's. These opportunities include attending MEGA Conference and CLAS summer convention each year.
Paraprofessionals are included in many

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

Limestone County Schools provides support and training for new teachers by SUCCESS School Coordinators. Each coordinator receives a $1,000.00 stipend with benefits for serving as a school support mentor for new teachers. Additional professional development is provided as needed.

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

New teacher professional development begins upon hiring for position with training set at the system central office by new teacher training staff. These meetings continue throughout the school year. Additional support provided at the local school level as needed based on observations, performance, and collaboration.

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

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

Provide a system of learning supports that reduces the effects of barriers to student achievement

Measurable Objective 1:

collaborate to provide learning supports through intervention programs to assist students by 05/11/2018 as measured by daily observation.

Strategy1:

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify the barriers to student achievement in order to address students' needs and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer reading, kindergarten camp, and mentoring are just three of the support programs offered to students at Blue Springs. Teachers identify students who are in need of reading intervention, and those students receive help over the summer. Kindergarten teachers help new kindergarten students get oriented to the school, learn routines and procedures, and become familiar with the facilities during the summer. The teachers informally evaluate the students' academic and social development skills and use this information to determine class lists. Each student is assigned an adult advocate/mentor. Mentoring sessions take place at least once a month with students.	Academic Support Program Behavioral Support Program	09/15/2017	05/11/2018	$0 - No Funding Required	Teachers and administrators

Narrative:

Blue Springs faculty is aware of the importance and necessity of transitioning of students from one grade level to the next. Prior to the beginning of school each year, Blue Springs provides a Kindergarten Camp for students entering kindergarten. Students attend four days and are introduced to the routines and procedures. Other school beginning meetings held include school wide orientation meetings for parents, technology meetings, and Title 1 meetings during the year. Blue Springs believes informed parents can also help the transition process each year be less stressful for the student. Strategies used to assist transitioning from one grade level to the next include learning through technology. Students will demonstrate at 100% fidelity the ability to utilize a laptop or iPad to successfully reach set goals for improvement in each grade level in Math and Reading.

Also, fifth grade students are bused to Clements High School for a day to prepare for their transition to sixth grade.

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

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

Selected teachers serve on county wide teams for CCRS, Textbooks, Technology, AMSTI, and other teams that meet during the year to collaborate and make decisions for the schools. Team members survey school staffs and take information to the team meetings. Curriculum coordinators and directors gather input and make decisions best for students and teachers to enhance high quality performance.

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

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

The initial process to identify students who are experiencing difficulty with grade level standards begins with the problem solving team. Progress, grades, behavior issues, and individual class work is reviewed. If a student is deemed to be non proficient, they are placed on the Problem Solving Team. This team looks at each individual student's area(s) of difficulty. Interventions are designated with a measurable goal for the student to work toward. The team meets at least once during the grading period and interventions are looked at to determine if any progress has been made. The team then discusses the need for more interventions or different strategies to increase student performance. After several attempts have been made the team may determine other interventions to implement. If the team determines all efforts have been exhausted and student progress has not improved, a special education referral will be made Then the process of evaluation will begin if permission is given by parents.

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

Additional assistance is provided through small group interventions provided by Title I teachers, special education teachers and volunteers who work with students on an individual basis. Reading and Math small groups are provided. After school Tutoring is also available for reading and math.Resource teachers also provide additional instruction and assistance to students who are experiencing difficulty with academic standards.

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

Students at Blue Springs in grades four and five have Apple laptops that are used at school and home for instruction. Students are able to access a variety of programs that support and reinforce the school curriculum. We believe this will allow our students to close the gap in Math and Reading over a period of time.

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

BSE provides many opportunities to help all students including, but not limited to ELL, migrant, low income, an disadvantaged to meet the state proficiency and advance level sod academic achievement on state content standards. Due to the areas of need from the needs assessment, the primary focus of BSE's curriculum is reading and math. Teachers also instruct and monitor student achievement through

daily objectives and standards set by the State Department of Education in science, social studies, and other subject areas. Programs such as Accelerated Reading, compass Global Scholar and WIDA are used school wide and to help identify needs and gaps with ELL, Special Education, Economically Disadvantaged, Neglected/Delinquent, and Homeless students. At this time, Blue Springs Elementary does not have students who are Migrant. Each new student receive a Home Language Survey which is available in Spanish as well as English. If the survey indicated a language other than English the student will be evaluated for the ELL program. The ELL teacher will notify the parents that his/her child may qualify for ELL services and that further testing will be necessary. After receiving a signed parental permission to test form, the student's English Proficiency will be evaluated using the ACCESS screener. This process is completed in a timely manner. The parents will be notified of the results and the qualifying status for the ELL program. The parents will be invited to attend the ELL Committee Placement Meeting. At this time, the ELL Committee makes a recommendation based on the ACCESS results and teacher input, whether a student will be placed in the program and what type of services that best meets the needs of the student.
- Our School's PST team meets regularly to review student data for students not making adequate progress. To increase progress, intervention and enrichment strategies are brainstormed and then implemented in the classroom.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

We provide many support systems for students and families including but not limited to:
Full Tummy Project - Meals are donated by local non-profit organizations and placed in students' backpacks on Friday to provide them with food over the weekend. Students are enrolled at BSE with no barriers to enrollment. The Family Resource Center is utilized to help disadvantaged families.

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

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Music and Art are state and local programs, while EL and Title 1 Intervention are Federal programs. These programs are coordinated within our school through resource and regular education teacher collaboration to successfully service and meet needs for student achievement and goals.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

These programs work together to support achievement and goals by integrating discipline and technology within our school programs.

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

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

Teachers meet monthly in the following ways: data meetings, grade level meetings, departmental meetings, PST meetings, and faculty meetings to collaborate regarding the use of academic assessments to disaggregate data to improve the achievement of individual students and the overall instructional program. All student data will be reviewed and students not making adequate progress will be discussed. In order to increase progress, intervention and enrichment strategies will be brainstormed and implemented in the classroom. Tier 2 and 3 intervention will be implemented with targeted students including, but not limited to, EL, migrant, minority, disadvantaged, and special needs to ensure adequate progress. The results of DIBELS assessment will be utilized to determine if identified needs of students have been met. These meetings take place either during common planning time or after school.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Faculty, staff, and administration meet in data meetings, grade level meetings, and departmental meetings each month (August-May) to review testing data taken from the ACT Aspire and Pride surveys to determine areas of strength and areas of focus. Once these areas were determined, short and long term instructional goals were written. A monitoring timeline was written to establish dates of checkpoints to assess the effectiveness or need for further revision of the goals.

Faculty, staff, and administration continue to meet in data meetings, grade level meetings, and departmental meetings each month (AugustMay) to review testing data taken from the last year ACT Aspire and Pride surveys to determine areas of strength and areas of focus. Once these areas were determined, short and long term instructional goals were written. A monitoring timeline was written to establish dates of checkpoints to assess the effectiveness or need for further revision of the goals. We are striving to manually compare even strategies of strengths and weaknesses in standards and areas of most needed focus but this has been difficult without the use of longitudinal data.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Teachers meet monthly in the following ways: data meetings, grade level meetings, departmental meetings, PST meetings, and faculty meetings to collaborate regarding the use of academic assessments to disaggregate data to improve the achievement of individual students and the overall instructional program. All student data will be reviewed and students not making adequate progress will be discussed. In order to increase progress, intervention and enrichment strategies will be brainstormed and implemented in the classroom. Tier 2 and 3 intervention will be implemented with targeted students including, but not limited to EL, migrant, minority, disadvantaged, and special needs to ensure adequate progress. The results of DIBELS assessment will be utilized to determine if identified needs of students have been met. These meetings take place either during common planning time or after school.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Faculty, staff, and administration meet in data meetings, grade level meetings, and departmental meetings each month (August - May) to view testing data taken from the ACT Aspire and Pride surveys to determine areas of strength and areas of focus. Once these areas were determined, short and long term goals were written. A monitoring timeline was written to establish dates of checkpoints to assess the effectiveness or need for further revision of the goals.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	29.39

Provide the number of classroom teachers.

29.39

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1645916.0

Total   1,645,916.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	87838.4

Total   87,838.40

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total   0.00

Counselor

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

Provide the number of Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	34950.76

Total   34,950.76

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	61920.56

Total   61,920.56

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6745.0

Total   6,745.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2473.0

Total   2,473.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.5

Provide the number of EL Teachers.

.5

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	28524.0

Total   28,524.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13442.0

Total   13,442.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	971.0

Total 971.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	222075.0

Provide a brief explanation and breakdown of expenses.

Class Size Reduction Salary and Benefits: $60,091.00

One teacher unit for third grade

Contract Salaries and Benefits: $104,735.00

Reading Interventionist for K-2 working 960 hours

Reading Interventionist for 3-5 working 880 hours

Math Interventionist for K-2 working 960 hours

Math Interventionist for 3-5 working 960 hours

Parent Resource Clerk working 330 hours

Technology: $20,276.00

Purchase of Chromebooks and other digital devices

Materials and Supplies: $18,223.00

Professional Development: $5000.00

Stipends: $1,250.00

Stipends will be paid to leadership team members who attend the district's summer leadership academy

Kindergarten Camp Salaries and Benefits: $4000.00

Kindergarten teachers provide an orientation to enrolling kindergarten students over the summer for four days.

Kindergarten Camp Materials and Supplies: $1000.00

Summer Reading/Math Program Salaries and Benefits: $6,500.00

Summer Reading/Math Program Materials and Supplies: $1000.00

Separate from the above listed Title I allocations, we have budgeted $1701.14 for parental involvement. We are creating a parent resource room where parents can check-out resources to help their children with academics at home.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

The school does not receive Title II funds to spend. Title II funds are budgeted/spent on the district level.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

The school does not receive Title III funds to spend. Title III funds are budgeted/spent on the district level.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

We are not a 21st Century School.

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

The school does not receive Title V funds to spend.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

The school does not receive Perkins money.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

The school does not receive Perkins funds.

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

The school does not receive Perkins funds.

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not Applicable

Local Funds

Label	Question	Value
1.	Provide the total	500.0

Provide a brief explanation and breakdown of expenses.

Supplement paid to music teacher for development of an extracurricular chorus class.

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

During our annual Title I parent meeting, administrators and teachers explain Title I requirements. Parents are given a compact form, and they are encouraged to provide input into the budget and spending items. The federal programs department of our central office prepared a PowerPoint presentation to share with the parents.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Parents, retired teachers, business owners, faculty, and staff participated in the development of our involvement plan by providing valuable input during meetings and through surveys. Meeting times are flexible to accommodate the work schedules of all involved. "Home School Connections" are sent home to parents to help them in the education of their child. Parent involvement is a focus in our information packets and parent information booklet which is specific to our school. Packets are printed in both English and Spanish.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

The final plan is communicated through our website and other social media. Student Parent Compacts are printed in English and Spanish and sent home with students whose parents don't attend the Title I meeting. Other information about Title I programs such as the new family resource room is communicated in both English and Spanish.
Classroom teachers send progress reports, newsletters, and calendars home which contain upcoming activities and reports of students' academic progress and upcoming assessments. At any time, parents may request meetings throughout the year with teachers for an update on the progress of their child.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The school hosts a "back to school" night during which a Title I informational meeting is held. The parents and students meet with the teachers to set learning goals for the child. All are partners in the students' learning and success. Teachers routinely send home materials

such as flashcards, leveled-readers, etc. to help students at home.

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

A new Continuous Improvement Plan is developed in September based upon survey results of faculty, staff, parents, and students. The plan also addresses professional development and academic goals and objectives based on test data. Since the plan is based upon data, the need does not often arise that a parent reads and is dissatisfied with the plan, however, should this occur, parents are free to submit comments anonymously through the surveys, notes, and email at any time during the year. These will be addressed during the next available CIP meeting by the principal, administrator, or CIP Team Leader.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.   (Describe)

The school continuously searches for ways to broaden the "Parent Involvement Program" which encourages parents to be equal partners with the teachers in education. Many parents serve as volunteers to grade levels. They are trained and make copies, laminate, set up science experiments, check out books, read aloud, and volunteer in many other programs of the school. Helping in the school gives the parents a sense of ownership and involvement at a new dimension. Pre-testing on Global Scholar Series and unpacking the standards shows parents the strengths, weaknesses, and from this the teacher and parents can develop a learning plan for the child to address the gaps.
A "Home School Connection" Newsletter is sent home monthly to provide parents with information concerning child development and education.
Blue Springs enrollment folder packet is distributed at the beginning of school and includes all viable information about involvement opportunities and different ways for them to participate and be involved in the many facets of the school.
A parent resource room will be available for parents two days a week. Parents can check-out academic materials to help their child.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of

contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

The school continuously searches for new ways to encourage parents to become equal partners in their child's education. Many different family events occur throughout the year during which the students can perform, show their work, or simply have fun. Such events include Grandparents' Day, choral performances, Breakfast with Santa, PE with parents day, Elegant Day for kindergarten students, Thanksgiving feast, themed parties throughout the year, and Harvest Festival. The school continuously searches for ways to broaden the "Parent Involvement Program" which encourages parents to be equal partners with the teachers in education. Many parents serve as volunteers to grade levels. They are trained and make copies, laminate, set up science experiments, check out books, read aloud, and volunteer in many other programs of the school. Helping in the school gives the parents a sense of ownership and involvement at a new dimension. The Continuous Improvement Plan is based upon data and parents are free to submit comments anonymously through the surveys, notes, and email at any time during the year. These will be addressed during the next available CIP meeting by the principal, administrator, or CIP Team Leader. The parents and students meet the teachers and together they set learning goals for the child. All are partners in student learning and success. The compact is joint and is reviewed each semester as needs arise.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

The school continuously provides information to parents concerning all opportunities for support. The family resource center is utilized to help disadvantaged families. This year, parents are encouraged to take advantage of the parent resource room and check out materials that will help their child academically.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

The school continuously searches for ways to broaden the "Parent Involvement Program" which encourages parents to be equal partners with the teachers in education. In order to further facilitate this program, communications are sent in multiple languages and formats. Many different family events occur throughout the year during which the students can perform, show their work, or simply have fun. Such events include Grandparents' Day, PE with parents day, Thanksgiving feast, choral performances, Breakfast with Santa, and Harvest Festival.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

The school continuously searches for ways to broaden the "Parent Involvement Program" which encourages parents to be equal partners with the teachers in education. As the parents see the needs of the school at the beginning of the year, many parents have resources available to meet those needs, whether it be a skill or a partnership with a business. The school is also always open to the rising needs of the parents and households of our students. During the tornado devastation, our community pooled resources and the gym of the school served as a supply bank while the grill was used to cook for those whose homes were lost or students/family/community members were displaced. Meeting needs and making children feel safe and secure will facilitate student learning. It is these opportunities which encourages parents to partner with the school in the education of their child.

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

School provides material in several different languages. Interpreters are provided for all meetings.