



ACIP

Lakewood Elementary School

Phenix City Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Lakewood Elementary School is a suburban elementary school in the Phenix City Public School District. It is one of the largest elementary schools in the district with an enrollment count of 558 students. Lakewood Elementary is a 3rd through 5th grade elementary school. As far as socio-economic levels, 31.8% of the students receive free or reduced-price lunches. Lakewood Elementary has a diverse population, with the following percentages by race/ethnicity: White, 64%; Black, 25%; Asian, 2%; Hispanic, 1%, Native American, 1%; Native Hawaiian or Other Pacific Islander, 1% and Multi-race, 6%. Lakewood Elementary has a very strong staff of 1.5 administrators, 25 classroom teachers, 9 full-time and 3 part-time specialty area teachers, 1 instructional aide, and 13 support staff employees. The instructional staff of 35.5 is 87% white, 10% black, and 3% Asian. All certified staff possess a Highly Qualified Status. Lakewood is a science magnet school and is highly requested and recommended by parents and community members.

School's Purpose

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

Vision:

Pursuing excellence on behalf of every student in every classroom.

Mission:

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

Beliefs

- Excellence is obtainable for students and staff
- Students have unlimited learning potential
- All Students can achieve academic success
- Student success is fostered through family engagement
- Students and staff have the right to be in a safe and clean learning environment
- Nurturing, inviting, and stimulating environments are conditions where students thrive emotionally, socially, and academically
- Students have the right to a competent, dedicated, and highly motivated certificated staff
- All students, staff, and parents have the right to be respected at all times
- Character, integrity, and service to others contribute to civic health
- Student and staff diversity is to be valued, respected, and embraced

Goals

- All of our students will meet or exceed their grade level standards in all academic areas
- All of our students will be competent and responsible in their use of technology in a changing digital society
- All of our students will be prepared to meet the global challenges of the future
- All of our students will contribute to civic health: character, integrity, and service to others

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

Notable Achievements and Areas of Improvement

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

Lakewood Elementary School has a strong staff and parent support system. There is little teacher turnover, and all teachers are highly qualified. LES has a high percentage of student promotions and a large number of students who receive honors awards.

On 2014-2015 ASPIRE in Math, 62% of students school wide reached proficiency. This reveals an overall improvement of 1% for students in Math. Third grade students improved 3% (from 64% to 67% proficiency). Fifth grade students improved 3% (from 56% to 59% proficiency).

On 2014-2015 ASPIRE in Reading, 43% of students school wide reached proficiency. This shows a decrease of 7% school wide. Third grade improved 3% (from 45% to 48% proficiency).

Our 2015-2016 Reading goals will reflect goals and strategies for improvement of proficiency levels to put us in line with Plan 2020.

Because Lakewood is a Science Magnet school, we offer a variety of learning opportunities and facilities in the area of science. We have several outdoor areas for learning and exploring, including our Nature Trail and outdoor classroom. We have a garden area for students to plant vegetables at different times of the year, as well as a fully functioning greenhouse program. A greenhouse teacher works with each third grade and fourth grade class during 45-minute weekly sessions. Under her guidance, the students also grow plants which are offered to the public during a spring community plant sale with the proceeds designated to support the greenhouse program during the following year. A greenhouse addition funded through a grant from RC & D was added to the existing greenhouse structure. Alabama Power Company donated a variety of fruit bearing trees, used their equipment to plant, attach a watering and sprinkler system to that area. Fruit from the orchard is used for snacks for Lakewood Elementary students. Lakewood also has three science labs which are used by teachers and students to explore the area of science with a wide variety of science tools and equipment. FOSS science kits are also used for hands-on, inquiry based science instruction. Lakewood also has a Recycling Room to encourage, promote, and celebrate the school's recycling efforts as part of our environmental science education. Lakewood continues to have an Art Room with an abundant variety of materials to support its use by the entire school. Students are often lead in expressing their understanding of science concepts through artistic means in the Art Room. In 2015, a Music class was added for LES students. This class is offered to all classes bi-weekly. LES is committed to being an active part of the community and participates in various fundraising efforts in support of several charities including the American Cancer Society, March of Dimes, and the Children's Miracle Network.

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

Additional Information

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

Lakewood Elementary is the sole elementary school in Phenix City that is only 3rd through 5th grades. Until the 2011-2012 school year, kindergarten and 1st grade were housed in the building, but were moved to a newly-constructed primary school because of the large student population. Lakewood Elementary experienced continued consistent increases in enrollment each year and, in 2014, 2nd Grade was also moved to Lakewood Primary after a building addition project was completed at Lakewood Primary. In the 2014-2015 school year we added 20 I PAD MINIs to our collection of mobile I PADS for classroom use. Our mobile I PAD lab now has access to 50 I PADS. Also, a TIER III Interventionist was added to the staff in order to provide services to students not making adequate progress in Tier II Intervention. Also, another half unit (.5) Physical Education teacher was added to the P.E. Department making 3 total coaches for the school.

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

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

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

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

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

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

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

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

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

Each year we conduct an evaluation of our parental involvement program through a parent survey. The 2014-2015 Parent Survey results/tabulations are attached with the Stakeholder Feedback Data Document.

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

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

process throughout the year as revisions need to be made.

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

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

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 Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

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

Areas of Notable Achievement

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

Based on the 2014-2015 testing data from ASPIRE, 62% of students grades 3-5 scored at or above the state readiness standard in the area of math.

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

The ASPIRE Assessment was administered for the second time, and the following trends have been identified:

- Overall school improvement in Math of 1%
- Third grade students improved 3% in Math
- Fifth grade students improved 3% in Math
- Third grade students improved 3% in Reading

Which area(s) indicate the overall highest performance?

Based on the 2014-2015 testing data from ASPIRE, the overall Math proficiency level increased from 61% to 62%. Students in the 3rd grade reflected an increase of 3% proficiency in Math totaling 67%; 5th grade reflected an increase of 3% proficiency in Math totaling 59%.

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

According to ASPIRE data from the 2014 school year, 39% of third grade African American students scored in the Reading Readiness range. In 2015, this subgroup, as fourth grade students increased 4% in Reading Readiness, taking this to 43% Readiness.

Between which subgroups is the achievement gap closing?

Analysis of two consecutive years of ASPIRE results for students moving from third grade to fourth grade revealed that the white subset decreased in achieving Reading Readiness by 5% while the black subset in the same grade level increased 4% in Reading Readiness.

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

No other data sources (to include Core Reading Program Assessments, Oral Reading Fluency, and STAR) revealed a significant difference in reading comprehension growth between the previously mentioned subgroups.

Areas in Need of Improvement

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

Based on the 2014-15 ASPIRE data, an average of 38% of students grades 3-5 scored below the state readiness standard in math. An average of 57% of students grades 3-5 scored below the state readiness standard in reading.

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

The ASPIRE Assessment shows a negative trend of performance for the following:

- The fourth grade Math Proficiency level decreased 2% to a 60% proficiency level.
- The overall Reading Proficiency level decreased 7% to a total of 43%.
- The fourth grade students decreased 11% to 43% Proficiency level.
- The fifth grade students decreased 11% to a 38% Proficiency level.

Which area(s) indicate the overall lowest performance?

The area of reading indicates the overall lowest performance for grades 4 and 5. Based on data from the ASPIRE, 43% of fourth grade, and 38% of fifth grade students scored below readiness-based on the state standard. With a goal of 100% proficiency, this data show that reading is an area that needs improvement.

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

With only one previous administration of the ACT ASPIRE for comparison, trends cannot yet be definitively identified; however, we have noticed a significant decrease in Reading Readiness in students moving from fourth to fifth grade, and in that decrease the white subset decreased by 13% in achieving Reading Readiness while the black subset decreased by 18% in achieving Reading Readiness. Because of these findings, we will be monitoring the 2016 ASPIRE score results for these subgroups to determine if there are indeed consistent trends toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

With the exception of the Reading Readiness Scores of students moving from third to fourth grade, the achievement gap is increasing between the white subgroup and the black subgroup in both Reading and Math.

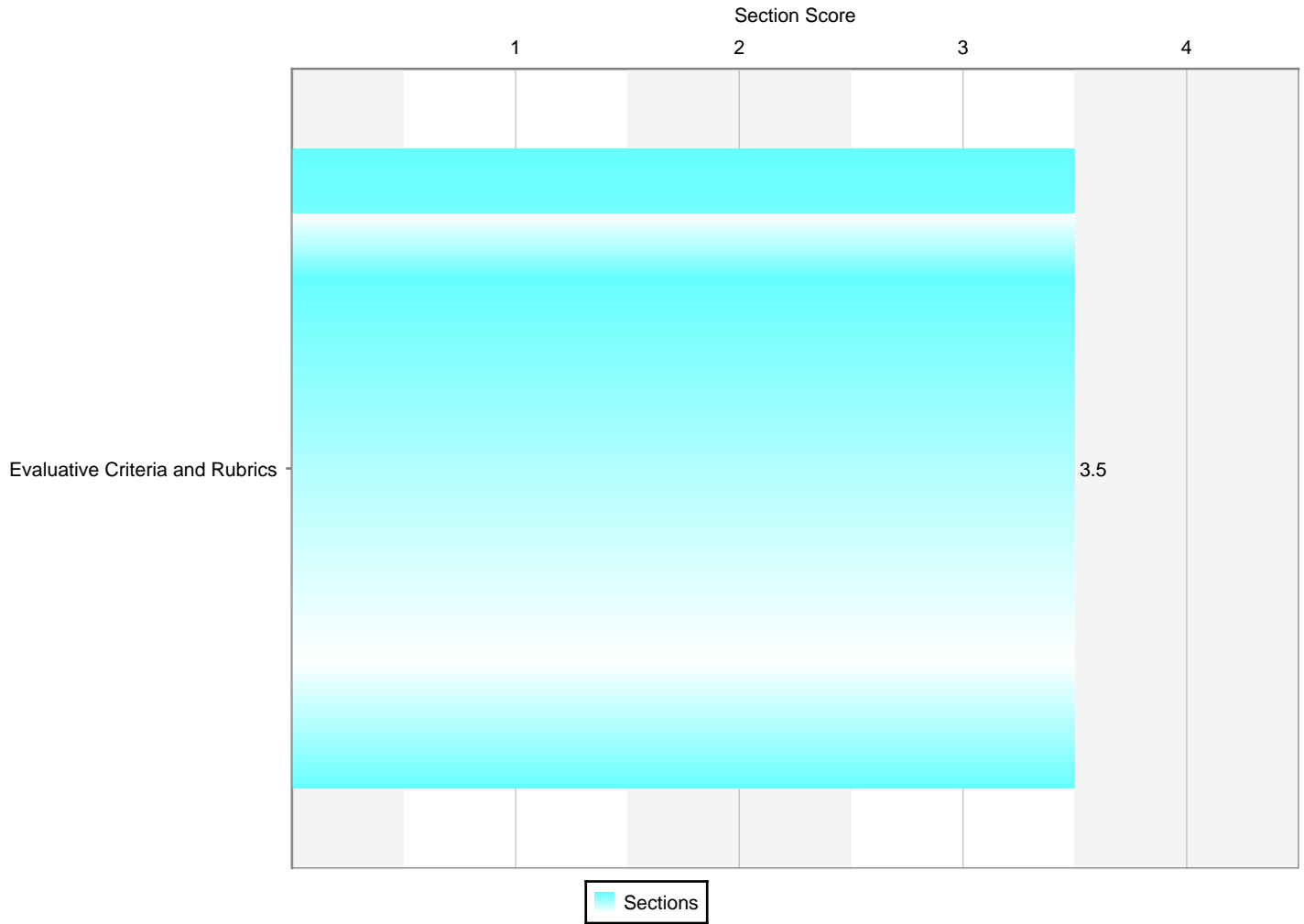
Which of the above reported findings are consistent with findings from other data sources?

No other data sources (to include Core Reading Program Assessments, Oral Reading Fluency, and STAR) revealed a significant difference
SY 2015-2016

in reading comprehension growth between the previously mentioned subgroups.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Copy of team members is attached.	ACIP Leadership Team 2015-16

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		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Joe Blevins Director of Personnel 1212 9th Avenue Phenix City, AL 36867 334-298-0534	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Parental Involvement Plan attached Dr. Sharon Elder	LES Parental Involvement 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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	Lakewood Elementary is not a Title I school.	

LES 2015-2016 ACIP LES

Overview

Plan Name

LES 2015-2016 ACIP LES

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students in grades 3-5 will meet or exceed their grade level standards, based on the College and Career Ready Standards (CCRS) in the areas of Reading and Language Arts	Objectives: 3 Strategies: 5 Activities: 9	Academic	\$0
2	Students in grades 3-5 will meet or exceed their grade level standards, based on the College and Career Ready Standards (CCRS) in the area of Mathematics.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
3	Lakewood Elementary parents will be more involved in their child's education.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Meet State AMAO-B Goal for 2015- 2016 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Meet State AMAO-A Goal for 2015-2016 school year.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
6	Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in moving up levels of text complexity or text difficulty throughout the school year in Reading by 05/25/2016 as measured by the AR (Accelerated Reader) and STAR reading programs.

Strategy 1:

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

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

Activity - Monitoring Student' Reading Levels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will monitor students' reading levels closely on a weekly and monthly basis. The Accelerated Reader (AR) program will be used daily, and through weekly reports teachers will be able to track students' progress in the goal of moving up in text complexity. Weekly reports will be sent to parents to keep them informed of their child's progress. The STAR reading test will be administered monthly for Tier 2 and Tier 3 students and quarterly for all students. The results will be used to make adjustments in reading progress as well. Other activities may include expanding classroom libraries and utilizing materials from the school library to ensure students are being exposed to a wider range of complex text with varying difficulty levels so that proficient reading will be achieved. Some students will need to move in smaller increments based on individual levels and goals. Struggling readers will participate in daily Tier II intervention with the classroom teacher.	Other	08/10/2015	05/25/2016	\$0	Other	Classroom teachers, District Instructional Coaches

Activity - Tier III Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This year, LES added a Tier III Interventionist to provide thirty minutes of intensive remediation to small, rotating groups on a daily basis. These students will be identified through Wonders Reading data, DIBELS NEXT data, STAR, Mastery Connect data, ACT ASPIRE data, and teacher input. The small Tier III groups will be dynamic with students moving in and out of intervention on a weekly/monthly basis using live data.	Academic Support Program	08/27/2015	05/25/2016	\$0	Other	Administration, Instructional Coach, Tier III Interventionist

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

Lakewood Elementary School

Departmentalization of Reading and Math for grades 3-5 will be implemented during the 2015-2016 school year to increase focus of instruction for each subject area. Department meetings within and across grade levels will allow teachers to plan, share resources, and develop a professional learning community.	Academic Support Program	08/10/2015	05/25/2016	\$0	Other	Classroom teachers, District Instructional Coach, Tier III Interventionist
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Activity - ARI/AMSTI Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will consult and collaborate with ARI and AMSTI to provide assistance in the areas of math, reading, science, and teaching strategies.	Academic Support Program	10/12/2015	05/26/2016	\$0	No Funding Required	Principal, Instructional Coach

Strategy 2:

Mastery Connect Implementation - Teachers will use the Mastery Connect Program to monitor mastery of the CCRS Standards.

Research Cited: Mastery Connect is a scientifically research based (SRB) program.

Activity - Mastery Connect Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Mastery Connect Program to measure students' learning in Reading/Language Arts, adjust and differentiate instruction, identify levels of understanding, target students for intervention, and use data to self evaluate.	Academic Support Program	08/10/2015	05/25/2016	\$0	Other	Classroom Teachers, District Instructional Coach, District Curriculum Coordinator, Tier III Interventionist

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency by reaching or exceeding the ACT ASPIRE benchmark in Reading by 05/25/2016 as measured by the ACT Aspire.

Strategy 1:

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

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

Activity - Professional Development for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ongoing PD training for: -Utilization of Alabama Reading Initiative (ARI) PD resources/personnel -Reading Wonders Program -Mastery Connect Training	Professional Learning	08/10/2015	05/25/2016	\$0	District Funding	District Curriculum Director, District Instructional Coach, Classroom teachers, ARI Consultant, Tier III Interventionist
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Activity - Classroom Instruction & Student Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage teachers to collaborate within grade levels and across school boundaries to share ideas for instructional strategies and student engagement techniques.	Other	08/06/2014	05/21/2015	\$0	No Funding Required	School Administration, Instructional Coach, Classroom Teachers

Strategy 2:

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

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

Activity - Implementing Student Engagement Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student engagement strategies are designed to actively engage students in lessons in lieu of just being on task. Each teacher will be provided with a notebook containing "before, during, and after" student engagement strategies. The teachers will try various strategies in their classrooms, reflect on the effectiveness of each one during grade level meetings and decide which strategies proved to be most beneficial. The teachers will continue to use these strategies during classroom instruction. The strategies used will be evident in lesson plans.	Other	08/10/2015	05/25/2016	\$0	Other	Classroom Teachers

Measurable Objective 3:

75% of All Students will demonstrate a proficiency level in Reading by 05/25/2016 as measured by proficiency of CCRS Standards, Mastery Connect, ACT ASPIRE, STAR, DIBELS NEXT, weekly assessments..

Strategy 1:

Tier III Interventionist - A Tier III Interventionist will provide explicit, remedial reading instruction to remediate students in need of support and/or near proficiency levels.

Research Cited: The following SRB Program data will be used: ACT ASPIRE, Mastery Connect, Reading Wonders

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TIER III Interventionist, District Instructional Coach and Classroom Teachers will use ACT ASPIRE, Mastery Connect, DIBELS NEXT, STAR, and Reading Wonders to disaggregate data and make decisions about the level of intervention.	Academic Support Program	08/10/2015	05/25/2016	\$0	Other	Tier III Interventionist, Classroom Teachers, District Reading Coach, and Administration

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency by reaching or exceeding the ASPIRE benchmark in Mathematics by 05/25/2016 as measured by ACT ASPIRE.

Strategy 1:

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

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

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to provide math instruction that is correlated to the CCRS using the SRB Investigations math program, lesson plans, mathematics pacing guide, and implementation of the CCRS standards. The use of various student engagement activities, and opportunities for math investigations and hands-on learning. Walk-throughs and informal observations, conducted by school administration will provide information on the strengths and weaknesses of instruction for each teacher. Student data will be used as a tool to determine how well the material, aligned with the standards, is being taught and understood by the students.	Other	08/10/2015	05/25/2016	\$0	Other	School Administration, Classroom Teachers, Tier 3 Interventionist, District Instructional Coach

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Lakewood Elementary School

Teachers will receive professional development for: -Investigations math program -Mastery Connect -AMSTI Resources/Personnel	Professional Learning	08/10/2015	05/25/2016	\$0	Other	School Administration, Instructional Coach, Classroom Teachers, Tier 3 Interventionist
Activity - Departmentalization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departmentalization of reading and math for grades three through five is being implemented to increase focus of instruction for each area. Department meetings within and across grade levels will allow teachers to plan, share resources, and develop a professional learning community.	Academic Support Program	08/10/2015	05/25/2016	\$0	Other	Classroom teachers, District Instructional Coach, Tier 3 Interventionist
Activity - Mastery Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Mastery Connect program to measure students' learning in math, to adjust and differentiate instruction, identify levels of understanding, target students for intervention, and use data to self-evaluate.	Academic Support Program	08/10/2015	05/25/2016	\$0	Other	Classroom teachers, District Instructional Coach, Tier 3 Interventionist
Activity - ARI/AMSTI Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will consult and collaborate with ARI and AMSTI to provide assistance in the areas of math, reading, science, and teaching strategies	Academic Support Program	08/03/2015	05/20/2016	\$0	No Funding Required	Principal, Instructional Coach

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the effectiveness of our school-to-home communication by 05/25/2016 as measured by parent surveys..

Strategy 1:

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

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

Technology Connection, 4, 12-14.

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Activity - Improving Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent survey data will be analyzed by administration and teachers to improve school-to-home communication. Weebly Web sites have been included by all staff members requiring learning links accessible to every home with computer access. Each teacher will continuously update a classroom website with homework, activities, and a school calendar. Teachers will enter grades in Information Now within one week of completion of student work so that parents will have a clear understanding of student progress. Administrators will check to ensure that grades are being added according to school requirements. The principal will send a weekly parent general information letter to parents which informs the parents of all events in the upcoming week. All Lakewood staff and faculty will respond to parent communication within 24 hours of receipt. Social media (Facebook) will be used to communicate special events and positive publicity of Lakewood's daily instruction.	Other	08/10/2015	05/25/2016	\$0	No Funding Required	Technology teacher, classroom teachers, Instructional Coach, Tier 3 Interventionist
Activity - PCBOE Parental Involvement Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will utilize the PCBOE District Parental Involvement Specialist as needed with parent education. We will also utilize the PCBOE District and Lakewood Elementary Parent Involvement Policy(s).	Community Engagement	08/10/2015	05/25/2016	\$0	Other	Classroom teachers, Administration, Resource Staff, Tier 3 Interventionist, Instructional Coach
Activity - WATCH D.O.G.S.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An anti-bullying parental involvement program called WATCH D.O.G.S. (Dads of Great Students) has been implemented for 2015-2016. This program will increase male parent volunteers using fathers, father-figures, grandfathers, and other reputable community members on a voluntary basis. Volunteers wear a WATCH D.O.G.S. hat and shirt spending the entire day helping in the school on a scheduled basis. They serve as "eyes and ears" only, hands-off, and are always in the presence of a teacher or administrator. They assist with car and/or bus duty, lunch duty, P.E., and serve as a positive male role model.	Behavioral Support Program	08/10/2015	05/25/2016	\$0	Other	Administrator s, guidance counselor, classroom teachers, resource staff

Goal 4: Meet State AMAO-B Goal for 2015- 2016 school year.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

21% of English Learners students will demonstrate a proficiency of the English language in English Language Arts by 05/25/2016 as measured by exiting the ESL program (or meeting the State's AMAO-B goal in 2015 - 2016 school year).

Strategy 1:

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

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

Activity - WIDA Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development addressing the WIDA standards and the CAN DO Descriptors.	Professional Learning	08/04/2015	08/04/2015	\$0	District Funding	EL representative

Goal 5: Meet State AMAO-A Goal for 2015-2016 school year.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in language acquisition in English Language Arts by 05/25/2016 as measured by meeting the State's AMAO-A goal.

Strategy 1:

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

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

Activity - EL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL representative will deliver turnaround training about the district's core program, SIOP. EL representatives will be trained, coached, and advised by the district's ESL Teacher and the State's EL Coach.	Professional Learning	08/10/2015	05/25/2016	\$0	District Funding	EL Representative, District ESL Teacher

Strategy 2:

Can Do Descriptors - Teachers will be trained in the WIDA Standards and use of the Can Do Descriptors. Every teacher with an EL student will include the Can Do Descriptors in lesson plans.

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

Activity - WIDA Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take part in professional development activities addressing the WIDA standards and the Can Do Descriptors.	Professional Learning	09/29/2014	09/29/2014	\$0	District Funding	School EL Representative

Strategy 3:

Paraprofessional will work with individual EL students. - A paraprofessional will spend a limited amount of time at Lakewood Elementary School working directly with EL students, their parents, and their teachers to better meet the goals of each EL student.

Activity - Paraprofessional will work with EL students on an individual basis.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Paraprofessional will work with EL students in the classroom working on EL goals	Academic Support Program	10/27/2014	05/22/2015	\$0	District Funding	EL Representative, Principal

Goal 6: Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in STEM related subjects as delivered through implementation of STEM lessons and activities across the core academic areas including language arts, social studies, science, and in Mathematics by 05/22/2020 as measured by implementation of STEM lessons as noted in lesson plans and by student performance on STEM related activities and assignments.

Strategy 1:

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Research Cited: <https://www.dropbox.com/s/3af7wmzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0	No Funding Required	Sharon Elder, William R. Wilkes, Donna Ash

Activity - STEM Pals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Fifth grade students will engage in coding through use of robots, and computers, traditional Lego sets, ZOOB building sets, and other STEM related classroom resources. These activities will include: SPHERO Robots and coding instruction, SPHERO Challenges, STEM Challenges, and STEM related field trips.	Academic Support Program	08/10/2015	05/22/2020	\$0	Other	Sharon Elder, all teachers in grades 3-5, and the technology lab teacher
Activity - STEM Instructional Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in grades 3-5 will include STEM instructional content in weekly lesson plans. A minimum of one day per week will be devoted specifically to STEM activities outside of the embedded content areas such as Investigations and technology lab lessons.	Academic Support Program	08/10/2015	09/29/2015	\$0	Other	Sharon Elder, William R. Wilkes, Donna Ash, all grade 3-5 teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EL Training	The EL representative will deliver turnaround training about the district's core program, SIOP. EL representatives will be trained, coached, and advised by the district's ESL Teacher and the State's EL Coach.	Professional Learning	08/10/2015	05/25/2016	\$0	EL Representative, District ESL Teacher
WIDA Professional Development	Teachers will take part in professional development activities addressing the WIDA standards and the Can Do Descriptors.	Professional Learning	09/29/2014	09/29/2014	\$0	School EL Representative
Professional Development for Teachers	Ongoing PD training for: -Utilization of Alabama Reading Initiative (ARI) PD resources/personnel -Reading Wonders Program -Mastery Connect Training	Professional Learning	08/10/2015	05/25/2016	\$0	District Curriculum Director, District Instructional Coach, Classroom teachers, ARI Consultant, Tier III Interventionist
WIDA Professional Development	Teachers will participate in professional development addressing the WIDA standards and the CAN DO Descriptors.	Professional Learning	08/04/2015	08/04/2015	\$0	EL representative
Paraprofessional will work with EL students on an individual basis.	EL Paraprofessional will work with EL students in the classroom working on EL goals	Academic Support Program	10/27/2014	05/22/2015	\$0	EL Representative, Principal
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Instruction & Student Performance	Encourage teachers to collaborate within grade levels and across school boundaries to share ideas for instructional strategies and student engagement techniques.	Other	08/06/2014	05/21/2015	\$0	School Administration, Instructional Coach, Classroom Teachers

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ARI/AMSTI Assistance	We will consult and collaborate with ARI and AMSTI to provide assistance in the areas of math, reading, science, and teaching strategies	Academic Support Program	08/03/2015	05/20/2016	\$0	Principal, Instructional Coach
STEM Lessons and Activities	Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0	Sharon Elder, William R. Wilkes, Donna Ash
Improving Communication	Parent survey data will be analyzed by administration and teachers to improve school-to-home communication. Weebly Web sites have been included by all staff members requiring learning links accessible to every home with computer access. Each teacher will continuously update a classroom website with homework, activities, and a school calendar. Teachers will enter grades in Information Now within one week of completion of student work so that parents will have a clear understanding of student progress. Administrators will check to ensure that grades are being added according to school requirements. The principal will send a weekly parent general information letter to parents which informs the parents of all events in the upcoming week. All Lakewood staff and faculty will respond to parent communication within 24 hours of receipt. Social media (Facebook) will be used to communicate special events and positive publicity of Lakewood's daily instruction.	Other	08/10/2015	05/25/2016	\$0	Technology teacher, classroom teachers, Instructional Coach, Tier 3 Interventionist
ARI/AMSTI Assistance	We will consult and collaborate with ARI and AMSTI to provide assistance in the areas of math, reading, science, and teaching strategies.	Academic Support Program	10/12/2015	05/26/2016	\$0	Principal, Instructional Coach
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Departmentalization	Departmentalization of reading and math for grades three through five is being implemented to increase focus of instruction for each area. Department meetings within and across grade levels will allow teachers to plan, share resources, and develop a professional learning community.	Academic Support Program	08/10/2015	05/25/2016	\$0	Classroom teachers, District Instructional Coach, Tier 3 Interventionist
Professional Development	Teachers will receive professional development for: -Investigations math program -Mastery Connect -AMSTI Resources/Personnel	Professional Learning	08/10/2015	05/25/2016	\$0	School Administration, Instructional Coach, Classroom Teachers, Tier 3 Interventionist

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Tier III Interventionist	This year, LES added a Tier III Interventionist to provide thirty minutes of intensive remediation to small, rotating groups on a daily basis. These students will be identified through Wonders Reading data, DIBELS NEXT data, STAR, Mastery Connect data, ACT ASPIRE data, and teacher input. The small Tier III groups will be dynamic with students moving in and out of intervention on a weekly/monthly basis using live data.	Academic Support Program	08/27/2015	05/25/2016	\$0	Administration , Instructional Coach, Tier III Interventionist
Mastery Connect Implementation	Teachers will utilize the Mastery Connect Program to measure students' learning in Reading/Language Arts, adjust and differentiate instruction, identify levels of understanding, target students for intervention, and use data to self evaluate.	Academic Support Program	08/10/2015	05/25/2016	\$0	Classroom Teachers, District Instructional Coach, District Curriculum Coordinator, Tier III Interventionist
Departmentalization	Departmentalization of Reading and Math for grades 3-5 will be implemented during the 2015-2016 school year to increase focus of instruction for each subject area. Department meetings within and across grade levels will allow teachers to plan, share resources, and develop a professional learning community.	Academic Support Program	08/10/2015	05/25/2016	\$0	Classroom teachers, District Instructional Coach, Tier III Interventionist
WATCH D.O.G.S.	An anti-bullying parental involvement program called WATCH D.O.G.S. (Dads of Great Students) has been implemented for 2015-2016. This program will increase male parent volunteers using fathers, father-figures, grandfathers, and other reputable community members on a voluntary basis. Volunteers wear a WATCH D.O.G.S. hat and shirt spending the entire day helping in the school on a scheduled basis. They serve as "eyes and ears" only, hands-off, and are always in the presence of a teacher or administrator. They assist with car and/or bus duty, lunch duty, P.E., and serve as a positive male role model.	Behavioral Support Program	08/10/2015	05/25/2016	\$0	Administrators, guidance counselor, classroom teachers, resource staff
Classroom Instruction	Teachers will continue to provide math instruction that is correlated to the CCRS using the SRB Investigations math program, lesson plans, mathematics pacing guide, and implementation of the CCRS standards. The use of various student engagement activities, and opportunities for math investigations and hands-on learning. Walk-throughs and informal observations, conducted by school administration will provide information on the strengths and weaknesses of instruction for each teacher. Student data will be used as a tool to determine how well the material, aligned with the standards, is being taught and understood by the students.	Other	08/10/2015	05/25/2016	\$0	School Administration , Classroom Teachers, Tier 3 Interventionist , District Instructional Coach

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Data Disaggregation	The TIER III Interventionist, District Instructional Coach and Classroom Teachers will use ACT ASPIRE, Mastery Connect, DIBELS NEXT, STAR, and Reading Wonders to disaggregate data and make decisions about the level of intervention.	Academic Support Program	08/10/2015	05/25/2016	\$0	Tier III Interventionist, Classroom Teachers, District Reading Coach, and Administration
STEM Pals	Fifth grade students will engage in coding through use of robots, and computers, traditional Lego sets, ZOOB building sets, and other STEM related classroom resources. These activities will include: SPHERO Robots and coding instruction, SPHERO Challenges, STEM Challenges, and STEM related field trips.	Academic Support Program	08/10/2015	05/22/2020	\$0	Sharon Elder, all teachers in grades 3-5, and the technology lab teacher
PCBOE Parental Involvement Specialist	We will utilize the PCBOE District Parental Involvement Specialist as needed with parent education. We will also utilize the PCBOE District and Lakewood Elementary Parent Involvement Policy(s).	Community Engagement	08/10/2015	05/25/2016	\$0	Classroom teachers, Administration, Resource Staff, Tier 3 Interventionist, Instructional Coach
Mastery Connect	Teachers will utilize the Mastery Connect program to measure students' learning in math, to adjust and differentiate instruction, identify levels of understanding, target students for intervention, and use data to self-evaluate.	Academic Support Program	08/10/2015	05/25/2016	\$0	Classroom teachers, District Instructional Coach, Tier 3 Interventionist
Implementing Student Engagement Strategies	Student engagement strategies are designed to actively engage students in lessons in lieu of just being on task. Each teacher will be provided with a notebook containing "before, during, and after" student engagement strategies. The teachers will try various strategies in their classrooms, reflect on the effectiveness of each one during grade level meetings and decide which strategies proved to be most beneficial. The teachers will continue to use these strategies during classroom instruction. The strategies used will be evident in lesson plans.	Other	08/10/2015	05/25/2016	\$0	Classroom Teachers
STEM Instructional Content	All teachers in grades 3-5 will include STEM instructional content in weekly lesson plans. A minimum of one day per week will be devoted specifically to STEM activities outside of the embedded content areas such as Investigations and technology lab lessons.	Academic Support Program	08/10/2015	09/29/2015	\$0	Sharon Elder, William R. Wilkes, Donna Ash, all grade 3-5 teachers

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Monitoring Student' Reading Levels	Classroom teachers will monitor students' reading levels closely on a weekly and monthly basis. The Accelerated Reader (AR) program will be used daily, and through weekly reports teachers will be able to track students' progress in the goal of moving up in text complexity. Weekly reports will be sent to parents to keep them informed of their child's progress. The STAR reading test will be administered monthly for Tier 2 and Tier 3 students and quarterly for all students. The results will be used to make adjustments in reading progress as well. Other activities may include expanding classroom libraries and utilizing materials from the school library to ensure students are being exposed to a wider range of complex text with varying difficulty levels so that proficient reading will be achieved. Some students will need to move in smaller increments based on individual levels and goals. Struggling readers will participate in daily Tier II intervention with the classroom teacher.	Other	08/10/2015	05/25/2016	\$0	Classroom teachers, District Instructional Coaches
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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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	Results from the most recent 2014-2015 School Year Survey are also attached.	Stakeholder Involvement 2015 2014-2015 Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

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

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

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

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

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

Areas in Need of Improvement

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

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

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

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

What are the implications for these stakeholder perceptions?

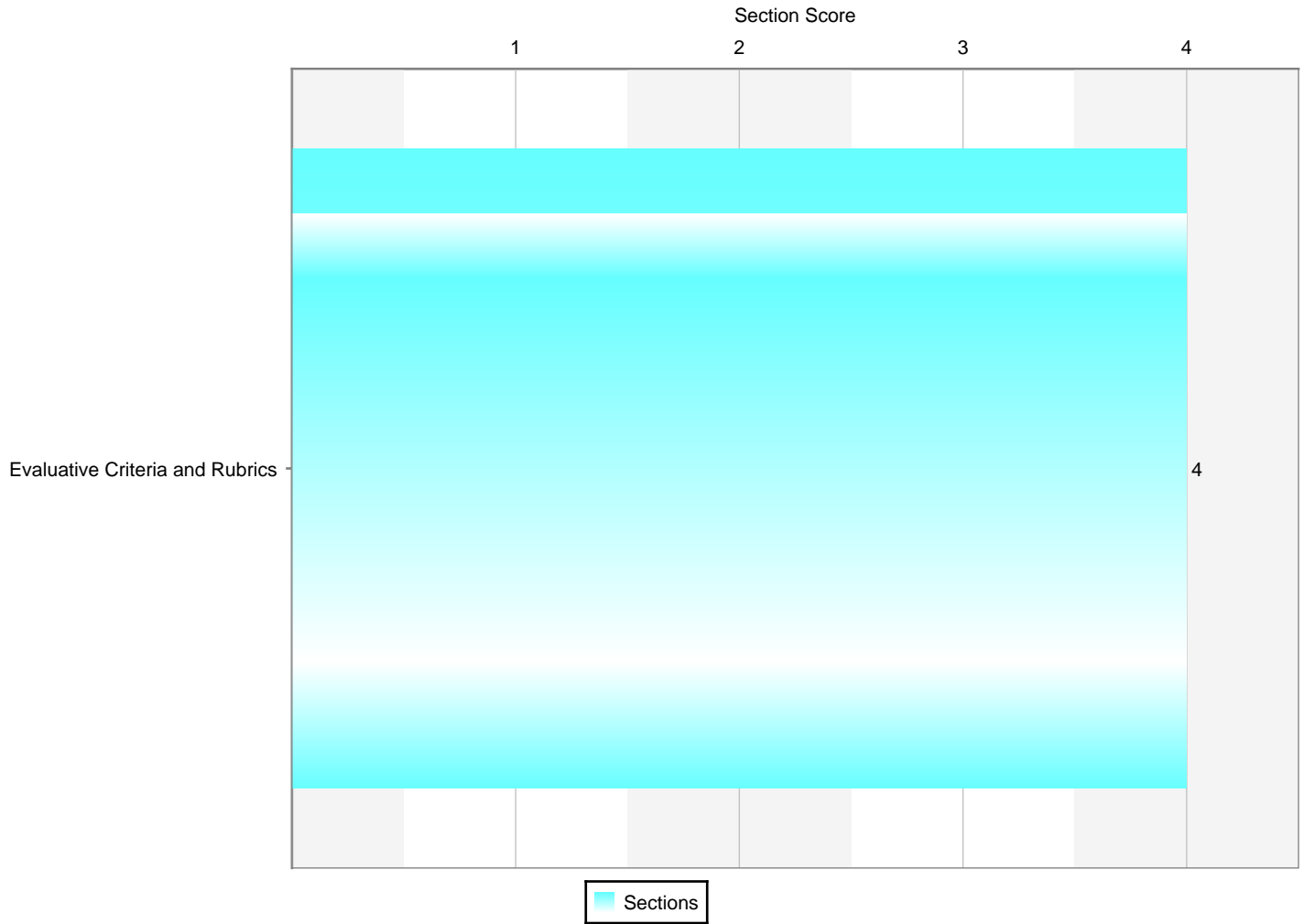
The stakeholder perceptions of the school play a significant role in areas where improvement needs to take place. The areas where staff members feel improvement is needed is crucial to the overall performance of our school. The teachers are the ones directly responsible for providing the instruction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

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

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

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	31.19	31.00	1,684,026.00
Administrator Units	1.50	1.5	118,869.00
Assistant Principal	0.50	0.5	34,962.00
Counselor	1.00	1.0	56,206.00
Librarian	1.00	1.0	49,329.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0	2,213.00
Professional Development	0.00	0	2,213.88
State ELL Funds	0.50	0.5	2,433.74
Instructional Supplies	0.00	0	12,967.00
Library Enhancement	0.00	0	738.00
Totals			1,963,957.62

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

Lakewood is not a Title I School.

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Lakewood is not a Title 1 School.

Title II

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

Provide a brief explanation and a breakdown of expenses.

Lakewood receives no title funds.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Funds are kept at Central Office level.

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Funds are kept at Central Office level.

Title VI

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

Provide a brief explanation and a breakdown of expenses.

Lakewood does not receive these funds.

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.

This does not apply to Lakewood Elementary.

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

Provide a brief explanation and breakdown of expenses.

This does not apply to Lakewood Elementary.

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.

System does not receive funds.

Local Funds

Label	Question	Value
1.	Provide the total	28898.0

Provide a brief explanation and breakdown of expenses

Copier: \$6,660.00

Janitorial: \$5,770.00

Library: \$2,638.00

Teacher's Allocation: \$13,830.00

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

N/A

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

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

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

LES is not a Title 1 School. Descriptions and explanations of curriculum, assessments, and achievement expectations are communicated through orientation night events, parent-teacher conferences, Problem Solving Team conferences, letters, emails, and phone calls.

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

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

LES is not a Title 1 School.

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

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

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

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

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

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

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

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

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

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

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

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

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

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

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

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

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

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

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

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

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

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

Lakewood currently has four EL students. Each student has family members in the home who speak fluent English and are able to communicate effectively with the school.

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

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

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

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

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

Home language surveys identify parents who may need assistance. Lakewood works closely with our system's ESOL teachers to ensure parents have appropriate communication.