



KDS DAR Elementary 3-5 Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

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Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.

2025-2026 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The School Leadership team reviewed the 2024-2025 School Improvement Plan to assess the degree to which implemented strategies were met and which ones we needed to continue. This information was shared with faculty and they provided input into what needed to be included in the current year's plan. Results were shared with faculty, staff, and parents. The school leadership team met again to suggest new strategies, professional development ideas, and budget requirements for the ACIP. When the draft is completed, it will be reviewed again by stakeholders. Surveys were sent to all stakeholders in May of 2025 to gather information to address needs.

2. What were the results of the comprehensive needs assessment?

The needs assessment results showed that KDS is a caring and safe place to attend school. Parents expressed a need for an extended day program to continue. Teachers suggested a need to continue to celebrate academic success of state testing, attendance, and grades. Math is our greatest need for academic improvement with lowest achievement scores on the ACAP. Results from the ACAP indicated that 64.71% of third grade students were proficient in ELA, but only 36.27% were proficient in math. Fourth grade results showed that 63.44% of students were proficient in ELA on the ACAP, and only 41.49% were proficient in math. Results from the ACAP indicated that 70.29% of fifth grade students were proficient in ELA, but only 30.69% were proficient in math. The school should receive 100% of the growth category points on the state report card. Although, math achievement is our weakness; we are going students academically.

3. What conclusions were drawn from the results?

The transition to a new school in name and a new building being built has added resources such as a math coach and reading coach to the 3rd through 5th grades. The additional people in the building will be used to address the academic needs through coaching and modeling of scientifically researched based math and reading practices. The conclusion from the data is that additional resources should be placed in the areas of math and reading academic fluency and proficiency, digital learning, professional learning for administrators, teachers, and staff, EL acquisition, the social and emotional well being of students, and parent engagement.

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

The team celebrated the students growth and achievement from last year's scores in early August. From survey data, the team felt that an extended day program was still needed. After school tutoring and summer camp seems to be helping our students close academic gaps. The climate of the school is strong and healthy and moving in the right direction. With the support of a PBIS plan for common areas, this should continue to improve. The demographic data has had small changes. The increase in enrollment and lack of room continues to be a concern for all stakeholders. Ground has been broken for a new school for grades 3-5. Parents felt that parent involvement and participation is up from the year before and the parent teacher organization is working hard to increase that even more. Attendance has improved. The leadership team sees an area of growth possible in common area discipline initiatives. Incentives were created to increase school attendance for academic success. That seemed to work and will continue. Math is an area of focus. Reading continues to grow and improve. Science seems to be moving in the right direction with substantial growth. More attention to the master schedule was given and input from all stakeholders taken for the 25-26 year to ensure all time requirements are being met in each subject.

Where are we now?

We will earn 100% of growth points for the 24-25 school year. Achievement is the greatest area for improvement. Even though we are growing students, we must have more proficient students in math and reading, especially, math.

How will I get there?

- Identify the students who were in second grade during the 2024-2025 school year (current third grade)
- Create iReady reporting groups for the focus group of students to monitor their progress throughout the year
- Develop a schedule to protect math and intervention time.
- Provide support through PLC's and data analysis to guide teachers with instructional grouping of students
- Track progress monitoring through iReady diagnostic reports.
- Provide teachers with support through the math interventionist and math coach through student pull-out
- Provide Bailey Group Coaches for math growth.

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

The goals were created after evaluating the needs assessment and desegregating the data. The leadership team desegregated data results, surveys, and budget requirements in order to create goals, strategies, and professional development for the ACIP. A presentation is attached providing more information. The goals address the needs of the whole child and the needs of the community.

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

The goals are created after evaluating the needs assessment and desegregating the data. The leadership team desegregated data results, surveys, ACAP scores, and budget requirements in order to create goals, strategies, and professional development for the ACIP. Survey data, DIBELS data, iReady, STAR testing, parent engagement, and ACAP data were all examined.

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

KDS DAR Elementary School has goals that address the needs of all students. All special populations have access to all services and programs available. Teachers use data reports to determine individual and class strengths and weaknesses and address these results during instruction. Students have access to the same free, appropriate public education provided to all; the opportunity to meet the same state and performance standards to which all students are held without being stigmatized or isolated. Every child. Everyday. Goals align to help all students achieve.

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

1. 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.

All 3rd through 5th-grade students at KDS DAR Elementary School will work to increase their ACAP Statewide Assessment Scores. Students in 3rd-5th will take Star Reading assessments during the fall, winter, and spring. They will take iReady Math diagnostic three times a year. Scores in reading and math as measured by the 2024-2025 Spring administration of the ACAP Statewide Assessment Scores should align with the new Star data gathered throughout the year. To encourage participation, IXL individual learning opportunities are used to help all students increase reading growth through the independent practice of skills related to working with informational texts and comprehension strategies connected practice and math skill goals. Renaissance is used to measure time in text, monitor reading vocabulary and comprehension, and create pathways for students. Students scoring a 1 on the ACAP in Reading will receive a SRIP, 5 day a week intensive research based intervention through interventionist, and opportunities to participate in tutoring programs and summer programs. PST will monitor student learning monthly through progress monitoring. The reading specialist will be providing coaching cycles throughout the year to 3rd grade teachers. Data monitoring and age appropriate strategies.

2. 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.)

Our school provides services through outside agencies. We work closely with Mountain Lakes, North Alabama Counseling Services, Shepard's Cove, and the Marshall County Sheriff's Office. Marshall County Schools provide us with a full time mental health counselor, 2 social workers, a BCBA, and a school counselor. They provide our students with services such as; Grief Counseling/Camp Hope, suicide prevention, red ribbon week, RSVP Reading Buddies, RTI/PST Behavior Plans, counseling sessions, make home visits, and provide classroom lessons. Our PST looks academics, but also addresses behavioral concerns through support with the BCBA and other teacher strategies.

3. 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.**

DAR Elementary started a self-sustaining extended day program this year. As our greatest in the community was the lack of childcare opportunities for our students, this was a top priority. Extended Day hours are after school until 5:30 each day that school is in session, Monday through Friday. A typical afternoon will include a healthy snack, a study hour for homework and reading, and supervised activities. Certified teachers are available each day for homework assistance. We also offer a free additional school tutoring is 3 days a week- Monday, Tuesday, and Thursday each week with a 15:1 student- teacher ratio to students that receive Tier 3 math and reading interventions during the day. Certified teachers are available for this free tutoring service and uses evidence-based curriculum.

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

All students at KDS DAR Elementary, including those identified as migrant, homeless, economically disadvantaged, special education, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch. Title I services, Special Education services, striving student services, and counseling services. All homeless, migratory, and EL students are provided with the opportunity to meet the same challenging state content and state student content and performance standards. A part-time EL teacher serves students according to their IELP. A parent liaison works closely with our school to support parent involvement in their child's education. A district homeless liaison is available to provide support to these families and students throughout the year.

5. 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.

Parent Conferences are held with English Learners as with all students regarding student academic results and interpretation of the results. An interpreter is available to assist with the communication of the results and or needs. Notes and data are sent home in multiple languages using interpreters, language line, MasterWord, and ELlevation. These programs also provide support to the teachers with next step suggestions.

6. What is the school's teacher turnover rate for this school year?
No turnover. No retirements.

7. What is the experience level of key teaching and learning personnel?
We only have 1 non-tenured certified teacher in the building. We have 12 teachers with 15 years of experience or more. Fifty percent of the faculty has advanced degrees.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

Retention is not a problem that we have. Our faculty and staff consist of twenty-nine graduates of KDS DAR. It is a place where our graduates want to return. Our school has a rich tradition and history that dates back to the early 1900s. The sense of pride that one feels when they return to KDS DAR to teach at their alma mater is unmatched. We have many graduates that have become teachers, but few get to return to teach here. There is a tremendous sense of pride when it comes to being a teacher here. We also try to provide as much technology to each and every classroom as possible. We do work closely with local colleges to provide students

with opportunities to do internships and practicum hours. Our district also send principals and district leaders to job fairs throughout the year to recruit the best.

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

KDS DAR Elementary teachers will administer formative/summative assessments to determine if students have mastered the objectives taught. STAR Reading and Math Assessments, as well as DIBELS, will be utilized. Assessments are used to determine if further instruction can continue or if remedial activities have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Spring Assessment Grade level data meetings address strengths and weaknesses, as well as, priority goals for instruction are created for the next year. Considerations are made for professional development based on conversations and data. Bailey group is also working with us to address and guide us on next steps for needed trainings.

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

The faculty of KDS DAR Elementary participate in data meetings, grade-level meetings, and vertical meetings. These meetings provide a forum for teachers to share student information and suggest ideas and teaching techniques that they have read about in research journals or tried and found to be successful in their own classrooms. At the District Level professional development opportunities are also provided. Teachers are given opportunities like LETRS, OG-IMSE, SPIRE, AMSTI, ARI, and OMI trainings to impact instruction. Teachers that are sent to various trainings are asked to present turnaround trainings. Teachers receive 5 days of ELA coaching, 5 days of math coaching, and 5 days of Science coaching from Bailey Educational Consultants. The principal receives 3 days of leadership coaching from Bailey Group.

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

Currently, this year we have no new teachers or year 2 teachers. The goals of the mentoring program are to inform the new teacher of procedures that are required for the daily functioning of attendance, lesson planning, and day to day procedures. At the District Level, a mentor is assigned to all new teachers to help coach in their field of instruction. The safety plan with regards to fire and severe weather drills and intruder alerts is also shared. Daily schedule lesson plans and selected activities are shared by the mentor. RTI/PST and successful intervention strategies are discussed. A new teacher orientation is held at the district level and at the school level. Coaching from the mentor is documented.

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

Professional development activities are often selected to strengthen an area that we have observed and perceived to be a weakness. Activities are selected to provide our faculty with more information, training, and tools to work efficiently and productively with children. We reflect on our current practices and it is an ongoing process to improve our skills and knowledge base each year. Often professional development from one year to the next is related but is never exactly the same. Title I and Title II funds at the District Level pay for professional development. IMSE Orton Gillingham Training was offered to teachers in K-3 not trained. LETRS is offered to teachers and administrators to equip them with knowledge about the literacy act. The change of the ELA COS and textbook, additional opportunities will be given to teachers to prepare for the transition to a curriculum based in the science of reading.

13. 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.

KDS DAR Elementary School realizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from elementary school to middle school. Fourth grade will visit DAR Middle School in the spring. They will tour the school, visit fifth-grade classes, and meet fifth-grade teachers. A student transferring to our school are given a guided school tour and receive a welcome bag. Students are not only transitioned smoothly to feeder schools, but also vertically from grade to grade level through open house and welcome packets. Due to the new construction of a 3rd-5th grade school, transition services are being provided for all stakeholders as the set-up is different.

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

(N/A for Elementary Schools)

N/A

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. 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?

We evaluate the implementation of the assistance programs by the use of interviews, observations, and surveys. We use disaggregated data to assess the academic achievement of those receiving services. We analyze data reports containing disaggregated data from the results of spring standardized test administration and compare the performance of our second, third, and fourth graders to the performance of other second, third, and fourth graders throughout the country. We set goals using the current assessment data to create the CIP plan. The state report card is also used to look at other factors such as attendance and academic growth.

2. 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?

The PST coordinator keeps a log of all students who have been referred for tiered intervention services. A list of students is generated and individual student progress is recorded. During the past school year 24-25, 24 children were referred to the PST after being identified as struggling academically in math and 23 were identified as struggling in reading. Eleven kids were identified as a struggling in both reading and math. Behavioral concerns also are identified in PST with support from our BCBA. Tier III are implemented based on the PST recommendations of Scientifically researched based program such as SPIRE and Do the Math. This is a decrease from the year before and assessment data showed growth across all data points. We use the goals in the ACIP to see if benchmarks have been met and are effective in increasing student achievement and growth.

3. 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?

The leadership team meets during the year as needed to evaluate the ACIP and determine if adjustments need to happen. Benchmark checkpoints are evaluated to see if strategies that are being used is showing growth. We look at BOY data and have data meetings to strategically develop a plan to increase student achievement with a strong focus on solid Tier I instruction. The PST team conducts follow up meetings to gather formal and informal assessment data on struggling students throughout the school year. Students who are not achieving academic growth are examined, the interventions used are examined. Different interventions are created and a new intervention plan is followed if students are not making improvements. STAR reading and math programs have been purchased so students can follow an individual pathway. IXL is a program that is purchased to address priority skills for students and start them where they are at.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V)(B))

NOTE: Not all schools receive all of the funding sources mentioned.

1. 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.

The Foundation Program through the State of Alabama provides funds for salaries and benefits for teaching units at our school. These funds are provided based on the enrollment of students at our school. All units allocated by the Foundations Program are used in our school. Title I funds are allocated based on the number of free and reduced lunch students we have at our school. These funds are in addition to the funds mentioned from the Foundation Program.

The district also supports the mental health aspect of our students by providing 2 social workers to aide and support our students through 1:1 sessions, trainings, home visits, or referrals.

2. 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).

Title I funds are used to purchase not only educational software and technology that supports the achievement of academic goals but Title I funds are also used to implement parental involvement programs. These programs provide curricula for students from 3rd through 5th grade. The federal free lunch program provides free breakfast and lunch to all children. Additionally, our neediest students receive food vouchers once a month to use at the local grocery store. This is funded by the DAR. KDS runs a self-sustaining extended day program until 5:30 five days a week. Tutoring is offered 3 days a week at no charge to students taught by a highly qualified teacher. We address students with learning gaps during a three day a week tutoring program November-March.

ACIP Assurances

Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

☒ YES

☐ NO

☐ N/A

ATTACHMENTS

Attachment Name



25-26 DARE Title I Leadership Committee Sign-in

2. 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

☐ NO

☐ N/A

3. 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

☐ NO

☐ N/A

Parent and Family Engagement

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% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

KDS DAR Elementary School conducted an annual parent meeting on September 30, 2025, through an in-person option to inform parents of our school's participation in Title I and what it means to be a Title I school. A PowerPoint presentation was shared. Its contents included the following: what it means to be a Title I School, the 1% set aside, the LEA Title I Plan, the LEA Parental Involvement Plan, the CIP Plan, the school Parental Involvement Plan, School-Parent Compact, Requesting Qualification of your child's teacher, notifications of teachers who are Highly Qualified, the Annual Evaluation of the Parental Involvement Plan, and how Title I parents have involvement in all schoolwide decisions. Meeting notifications are emailed, texted, and posted on social media.

2a. Describe 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.

We offer opportunities for parents to participate in after school evening events, as well as during the school day. We also offer parents the option to receive information virtually if they cannot attend for some things. We offer childcare during the meetings where staff can provide enrichment activities for the kids while there parent is receiving information. The leadership and staff of KDS DAR Elementary understand the importance of parental involvement and have put measures in place to offer parent meetings via Zoom or in-person to allow parents the best opportunity to attend. Parents/and or family members who can't attend were given information through their child's student email, text, or blackboard. Agenda topics, classroom plans, policies, and procedures are discussed. Parent representatives assist in the development of the plan and the school-parent compact. Parental involvement money is used for family nights and to purchase communication folders sent home each day to foster communication between home and school. Postage, post cards, and bright paper packs are purchased to send home information through mail about opportunities for parents to be involved.

2b. Describe 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).

KDS DAR Elementary strongly believes in involving parents in all aspects of the Title I process. Parent representatives on parent committees and information from parent surveys provide input into the planning, review, and improvement of the schoolwide

Title I Program. We meet each summer and invite parent(s) to participate in the meeting. During the Title I parent meeting, we share with parents their rights for involvement and the ACIP. We allow parents to ask questions and provide feedback. The plan is posted on the website and a copy is in the office for any parent to review. We also have a parent table set up in the lobby with information about the process and other resources available to them.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

KDS DAR Elementary utilize Parental involvement money for special family nights, mail-outs, and newsletters. Parental involvement money is also used to purchase communication folders that are sent home each day so that communication between home and school is supported and fostered.

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. (Sec. 1116(c)(4)(A)(B)(C))

A Parent/Student orientation is held prior to the start of each school year to allow students, parents, and teachers to meet one another. Teachers explain expectations and procedures before the first day of school. Teachers provide a weekly newsletter informing parents about upcoming events and classroom assessments. RTI/PST Team offers information to parents about strategies and interventions implemented to enhance their child's learning and academic progress. School sponsored activities are used to discuss with parents in an informal setting timely information about remedial, enrichment, and extended learning opportunities available at the school. All meetings are provided in the home language of the parent if needed.

The Title I information is shared with parents during the Title I meeting night. During the meeting, we cover the ACIP and discuss the curriculum that is used to help us meet those goals. STAR, DIBELS, and the ACAP is reviewed with parents. We have 4 eLearning days that have been designated for parent/teacher conferences. At these conferences, student progress and growth are discussed to assist the teacher and parent to help increase student achievement and so all parties are working toward the same goal.

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). (Sec. 1116(d))

KDS DAR Elementary and the CIP committee reviewed its school-parent compact in the July of 2025. The committee decided the compact currently meets the needs of the plan. All parents will be given a copy of the compact at our annual parent meeting at the beginning of school. The compact will be explained to the parents and they will be asked to sign the compact signifying their commitment to working in partnership with the school and their child and ensuring that their child is successful in school. The compact will be discussed at faculty meetings and each teacher will be given the duty to explain the compact to their students and obtain signatures.

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

All parents/guardians are invited to make comments at any time concerning the Continuous Improvement Plan as to changes in the plan in order to make it better for all involved. Comments may be made to the school or the Marshall County Board of Education. We ask all comments please be made in writing so that each party has documentation of what the exact concerns are. A copy of the plan is available in the school office and on the school website. Our parent representative on the team shares ideas from the school's parent organization during our leadership meetings, as we always value parent input.

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 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.

KDS DAR Elementary will accomplish this through an annual parent meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. An orientation is held to allow the parents and the students the opportunity to learn about individual class assessments and their role in helping their child to succeed. We want parents to be involved in the academic progress of their children. We ask parents to come in throughout the year for updates and keep conference notes of these meetings. We also invite parents to come and help develop their child's SRIP for tier 3 services. We send home strategies through at home plans and newsletters throughout the year. This year we are holding a literacy

night to discuss the Alabama Literacy Act and supports that parents can use to help their children in mastering standards as well.

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 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 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.

Teachers work throughout the school year to assist parents in ways to improve their child's reading skills. Parents and students are encouraged to read and test together on an AR books.. Teachers provide students with "take-home texts". These specifically selected reading texts and activities are structured to improve their child's oral reading fluency and comprehension. Parents are encouraged to visit academic platforms with their child (children) for additional academic practice.

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 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 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.

KDS DAR Elementary will continue to work with its teachers through professional development sessions, faculty meetings, and grade level meetings in understanding the importance of parental involvement. We will continue to sponsor events such as lunches and family nights that welcome parents and grandparents into our school. We shall openly seek volunteers to assist in programs that enrich and support the academic achievement of our students through information booths set up during

orientation. Parents with extra time are invited to come daily to work with teachers to prepare for the upcoming week and to assist with reading aloud to students. We have a large group of community members that are reading buddies that volunteer weekly to read with kids.

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 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 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.

Through the creation and sustained parent/teacher organization (PTO), parents are becoming more involved in the daily activities of their children. Through fun activities parents started participating more in the academics of the school. We have had an increase in parental support through classroom volunteers to having some be guest speakers. Our annual wax museum, digits and donuts, and Ada Lovelace Day are just a few special events that the academic/parent/school alliance is strong.

A special Parent Information Center has been created in the Jacobs Building to house numerous parent resources that have been previously located in the library and the reading coach and counselor's office, as well as informational brochures provided in various languages. Our teachers are able to provide core foundation instruction activities to all learners and parents.

Each parent received notification of who their child's teacher was through text, email, and phone message on blackboard collaborate. This call also had information about meet the teacher, school supply needs, and other important dates.

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 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 such other reasonable support for parental involvement activities as parents may request.

Classroom teachers send home weekly newsletters informing parents of school and community programs, meetings, and other activities. Administration and community agencies schedule flyers when appropriate. The school has an electronic sign on Main Street in Grant and local businesses also have signs that inform the community of upcoming events. Local papers, the school website, newspapers, social media, and other communications are used when appropriate. Information is distributed in Spanish when appropriate.

7. 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))

Marshall County student handbooks are available in Spanish and English and any other language can be acquired if needed. They are available online and a hard copy in the office in order to inform parents with limited English proficiency the rules, regulations, and expectations for student dress, conduct and behavior. Parents in need of special services are identified through surveys that are required to be completed at registration. Translators are available for use in conferences with parents with limited English proficiency. Phone calls are also a source of communication. During Orientation, guest speakers from different community agencies set up information booths to offer assistance to parents in accessing community agencies and resources.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

- I have completed and uploaded the Coordination of Resources - Comprehensive Budget.
- I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

☒ Yes

☐ No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 25-26 DARE 3rd grade Literacy Act Parent Night		•
 25-26 DARE 5th grade parent meeting		•
 25-26 DARE EL Training Assurances/ELlevation Training Sign-in		•
 25-26 DARE Mandatory Trainings		•
 25-26 DARE Math Night Sign-in		•
 25-26 DARE Parent right to know letter		•
 25-26 DARE School-Parent- Student Compact		•
 25-26 DARE School-Parent- Student Compact Spanish		•
 25-26 DARE Title I Leadership Committee Sign-in		• 1
 25-26 DARE Title I Leadership Team Meeting Agenda		•
		•

25-26 DARE Title I Parent Night Presentation		
 25-26 DARE Title I Parent Night Sign-in		•
 25-26 DARE Title I Parent Presentation Spanish		•

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Proficiency

Critical Initiative

Identify the students who were in second grade during the 2025-2026 school year (current third graders) who did not receive accommodations on the ACAP math assessment and scored a proficiency level 2.

Objective:

During the 25-26 school year, 23% of focus group students will be on or above grade level on the iReady math diagnostic by mid-year.

Activity

Disaggregate iReady math data- identify students

Person responsible:
Principal/Teachers

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding:

Activity Measure(s)

iReady math and ACAP

Benchmark(s)

Benchmark: Date:

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Proficiency

Critical Initiative

Create a schedule for math interventionist to work with Tler 3 students

Objective:

During the 25-26 school year, 23% of focus group students will be on or above grade level on the iReady math diagnostic by mid-year.

Activity

Monthly adjust and monitor schedule

Person responsible: Principal, math interventionist

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding:

Activity Measure(s)

iReady math and ACAP

Benchmark(s)

Benchmark:

Date:

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Proficiency

Critical Initiative

Problem Solving Framework/RTI Process will provide tiered instructional intervention direction for teachers and math practice to students based on the analysis of student data.

Objective:

During the 25-26 school year, 23% of focus group students will be on or above grade level on the iReady math diagnostic by mid-year.

Activity

Provide subs for teachers to attend data/trainings

Person responsible: Teachers,
principal

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$1203.11
Other Resource:

Source of Funding: Title I 4110 Function Code 2215 Ob code
180/230-250

Activity Measure(s)

Growth mindset, ACAP results, Dibels,
progress monitoring

Benchmark(s)

Benchmark: Data Checkpoint meeting	Date: 03/01/2026
Benchmark: MOY Data Meeting	Date: 01/10/2026
Benchmark: EOY Data Meeting	Date: 05/30/2026

Activity

Employ 1 retired certified intervention teacher

Person responsible: Interventionist, coach		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource: \$33140.83		Source of Funding: Title I 11000-18/230-250	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
		Benchmark: Intervention schedule started	Date: 10/01/2025
		Benchmark: MOY iReady data review	Date: 01/07/2026
		Benchmark: EOY iReady data review	Date: 05/30/2026

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Proficiency

Critical Initiative

The use of multiple programs to track student progress and growth in literacy and math contents and standards.

Objective:

During the 25-26 school year, 23% of focus group students will be on or above grade level on the iReady math diagnostic by mid-year.

Activity

Purchase of IXL reading, science, and SS program

Person responsible: Teacher, Reading Specialist and Principal

Launch Date: 10/01/2026

Required Resource(s):

Financial Resource: \$5625.00
Other Resource:

Source of Funding: 1100-333-4110 Title I

Activity Measure(s)

Will measure student data of ACAP, STAR, DIBELS

Benchmark(s)

Benchmark: % of priority skills mastered

Date: 01/07/2026

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Proficiency

Critical Initiative

Provide teachers and administrators with professional development opportunities.

Objective:
During the 25-26 school year, 23% of focus group students will be on or above grade level on the iReady math diagnostic by mid-year.

Activity

Pay registration/travel for employees to attend PD

Person responsible: Principal, teachers, counselor **Launch Date:** 10/01/2025

Required Resource(s):
Financial Resource: \$490.75
Other Resource: Pays for Registration and travel/stay
Source of Funding: Title I 4110 Function Code 2215 Ob code382/623

Activity Measure(s)	Benchmark(s)
professional learning units	Benchmark: Date:

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Proficiency

Critical Initiative

Identify the students who were in second grade during the 2023-2024 school year (current third graders) who did not receive accommodations on the ACAP ELA assessment and scored a proficiency level 2.

Objective:

During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Activity

Disaggregate iReady reading data identify students

Person responsible: PST Coordinator, Teachers **Launch Date:** 10/01/2025

Required Resource(s):

Financial Resource: Source of Funding:
Other Resource:

Activity Measure(s) **Benchmark(s)**

ACAP, DIBELS Benchmark: Date:

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Proficiency

Critical Initiative

Create a schedule for reading interventionists to work with Tier 3 students.

Objective:

During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Activity

Employ 1 non-certified part-time interventionist

Person responsible: Reading specialist, intervention teachers, admin

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$5087.25
Other Resource:

Source of Funding: Title I 4110 Function 1100 Ob Code 109/230-250

Activity Measure(s)

Student Proficient levels on the ACAP.

Benchmark(s)

Benchmark: Tier 3 Intervention Schedule
Date: 11/01/2025

Benchmark: MOY data review
Date: 01/07/2026

Benchmark: EOY Data Review
Date: 05/30/2026

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Proficiency

Critical Initiative

Provide necessary comprehension activities to foster improvement in reading comprehension and fluency.

Objective:

During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Activity

Purchase Renaissance Suite/Magma Math

Person responsible: Teachers,
Students

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$6410.54
Other Resource:

Source of Funding: Title I 4110 Function Code 1100 Ob code-333

Activity Measure(s)

Fluency, Reading Comprehension, ACAP scores, Math fluency

Benchmark(s)

Benchmark: **Date:**

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Proficiency

Critical Initiative

Problem Solving Framework/RTI Process will provide tiered instructional intervention direction for teachers and reading practice to students based on the analysis of student data.

Objective:

During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Activity

Provide subs for teachers to attend PST/data time

Person responsible: Reading Specialist, PST Coordinator, Teachers

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:

Source of Funding:

Other Resource:

Activity Measure(s)

Benchmark(s)

Observations/Tier I improvements, ACAP

Benchmark:

Date:

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Proficiency

Critical Initiative

Reading practice and fluency in informational text during science and social studies.

Objective:
During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Activity

Use of Scholastic News and Sci Magazines

Person responsible: Teacher, Reading Specialist and Principal **Launch Date:** 10/01/2025

Required Resource(s):
Financial Resource: \$0.00 **Source of Funding:**
Other Resource:

Activity Measure(s)	Benchmark(s)
Will measure student data of ACAP, STAR, DIBELS	Benchmark: Date:

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Proficiency

Critical Initiative

Provide teachers and administrators with professional development opportunities.

Objective:
During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Activity

Pay registration/travel for employees to attend PD

Person responsible:

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:
Other Resource: Connected to fund sources listed previously that will be split with 4400 amount from ob code 382/623

Source of Funding:

Activity Measure(s)

Benchmark(s)

CEU, PLU

Benchmark:

Date:

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Language Learning

Critical Initiative

Teachers use ELlevation EL strategies for explicit and differentiated student instruction.

Objective:
Focusing on targeted support and effective instructional practices, 100% of students will meet growth goals as measure on the ACCESS for EL's test.

Activity

Language acquisition vocabulary activities

Person responsible: Teacher, Reading Specialist, Principal **Launch Date:** 10/01/2025

Required Resource(s):
Financial Resource: Source of Funding: Title I funding
Other Resource:

Activity Measure(s)	Benchmark(s)
Grade level meetings and ACCESS score reports	Benchmark: Date:

Activity

Language word webs, labeling, and preteach/reteach

Person responsible: Teacher, ESL Teacher, Reading Specialist **Launch Date:** 10/01/2025

Required Resource(s):
Financial Resource: Source of Funding: Title I Funding
Other Resource:

Activity Measure(s)	Benchmark(s)
Grade level meetings, Access Assessment Score Reports	Benchmark: EL Meeting notes/progress monitoring Date: 11/01/2025

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

guage Learning

Critical Initiative

EL students will participate in small group instruction focusing on vocabulary/language daily.

Objective:

Focusing on targeted support and effective instructional practices, 100% of students will meet growth goals as measure on the ACCESS for EL's test.

Activity

Employment of Part-time EL teacher

Person responsible:
Principal, District, EL Teacher

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding: District

Activity Measure(s)

Target Growth benchmarks met on ACCESS test.

Benchmark(s)

Benchmark: Progress monitoring data

Date: 12/02/2025

Benchmark: ACCESS scores

Date: 05/01/2026

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

guage Learning

Critical Initiative

Student scores on the ACCESS for EL proficiency test based on the WIDA English Language Development standards will be monitored for growth targets.

Objective:

Focusing on targeted support and effective instructional practices, 100% of students will meet growth goals as measure on the ACCESS for EL's test.

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

guage Learning

Critical Initiative

A monthly PST/EL meeting will be held to discuss the need for differentiated instruction and possible strategies needed based on progress monitoring data.

Objective:
Focusing on targeted support and effective instructional practices, 100% of students will meet growth goals as measure on the ACCESS for EL's test.

Activity

Monthly meeting and progress montioered

Person responsible: Core Teachers **Launch Date:** 10/01/2025

Required Resource(s):

Financial Resource: Source of Funding:
Other Resource:

Activity Measure(s) **Benchmark(s)**

ning

Critical Initiative

Support the DLCS standards through classroom instruction.

Objective:

Students will demonstrate digital literacy by effectively using technology for research, collaboration, and problem-solving in their class activities.

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

ning

Critical Initiative

Upgrade and purchase new technology for students and teachers to use for instruction.

Objective:
Replace outdated access points in schools to enhance wireless connectivity and improve digital access for students.

Activity

Enhance wireless capabilities in all areas.

Person responsible: Technology Dept. Launch Date: 10/01/2024

Required Resource(s):
Financial Resource: Source of Funding: Title I
Other Resource:

Activity Measure(s) Benchmark(s)
Purchase orders, inventory Benchmark: Date:

Activity

Increase student access through buying devices.

Person responsible: Technology Dept. Launch Date: 10/01/2025

Required Resource(s):
Financial Resource: \$16318.00 Source of Funding: Title I 4110 Function 1100 Ob code 495
Other Resource:

Activity Measure(s) Benchmark(s)
Purchase orders/inventory Benchmark: New technology Date: 02/03/2026
in place for students

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Engagement

Critical Initiative

Daily and weekly communication from principal and teachers.

Objective:

Our objective is to boost stakeholder engagement through tools to enhance communication, collaboration, and feedback for school improvement.

Activity

Purchase and use Planners

Person responsible: Teachers, Parents

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$1000.00
Other Resource:

Source of Funding: Title I 4110- Function Code 2190 Ob code 413

Activity Measure(s)

Parent surveys will reflect effective implementation of communication between the teacher(s)/school and guardian(s). The daily use of the folder will be helpful.

Benchmark(s)

Benchmark: 100% of parents are receiving daily communication from school
Date: 06/30/2026

Activity

Purchase and use of communication folders

Person responsible: All stakeholders

Launch Date: 08/05/2025

Required Resource(s):

Financial Resource: \$400.00
Other Resource:

Source of Funding: Title I 4110 Function Code 2190 Ob code 413

Activity Measure(s)

Benchmark(s)

Critical Initiative

Stakeholder Involvement in schoolwide planning including Title I Parent Night/Budget, School Improvement Plan, and School/Parent Compact.

Objective:

Our objective is to boost stakeholder engagement through tools to enhance communication, collaboration, and feedback for school improvement.

Evidence-Based Practice Citation

U.S. Department of Education, Office of Safe and Healthy Students. (2016). Quick guide on making school climate improvements. Washington, DC: Author.

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Parent Engagement

Critical Initiative

Provide information and educational opportunities for parents to participate in reading/math nights, PTO events, quarterly parent meetings, and celebration events.

Objective:

Our objective is to boost stakeholder engagement through tools to enhance communication, collaboration, and feedback for school improvement.

Activity

PTO Quarterly Meetings held- bylaws established.

Person responsible: PTO, Principal, parents

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:

Source of Funding:

Other Resource:

Activity Measure(s)

Benchmark(s)

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Health

Critical Initiative

Referral process for administrators and counselors to Mental Health Service Coordinator and Social Workers

Objective:
Provide faculty, staff, and students with programs/trainings/initiatives that improve quality of life for all.

Activity

Provide schools with social worker/mental health

Person responsible: District Student Support **Launch Date:** 10/01/2025

Required Resource(s):
Financial Resource: **Source of Funding:** District
Other Resource:

Activity Measure(s) **Benchmark(s)**

Kate Duncan Smith DAR Elementary School

Health

Objective:

Activity

Launch Date: 10/01/2025

Source of Funding: District

Benchmark(s)

Date:

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Health

Critical Initiative

Peer Helper Portal made available to students and sponsors.

Objective:

Provide faculty, staff, and students with programs/trainings/initiatives that improve quality of life for all.

Activity

Send sponsors to Peer Helper PD

Person responsible: Sponsors **Launch Date:** 10/01/2025

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding:

Activity Measure(s)

Benchmark(s)

Benchmark: Training
provided yearly

Date: 08/01/2025

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Vision

DARE to be your best!

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Beliefs

Everyone can learn.

Education is a shared responsibility.

Students learn according to their varying abilities and learning styles.

Every individual deserves to be treated with dignity and respect.

Academic Proficiency	English Language Learning	Digital Learning	Stakeholder Engagement	Mental Health
Objectives	Objectives	Objectives	Objectives	Objectives
- During the 25-26 school year, 23% of focus group students will be on or above grade level on the iReady math diagnostic by mid-year. - During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.	Focusing on targeted support and effective instructional practices, 100% of students will meet growth goals as measure on the ACCESS for EL's test.	- Students will demonstrate digital literacy by effectively using technology for research, collaboration, and problem-solving in their class activities. - Replace outdated access points in schools to enhance wireless connectivity and improve digital access for students.	Our objective is to boost stakeholder engagement through tools to enhance communication, collaboration, and feedback for school improvement.	Provide faculty, staff, and students with programs/trainings/initiatives that improve quality of life for all.
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
Identify the students who were in second grade during the 2025-2026 school year (current third graders) who did not receive accommodations on the ACAP math assessment and scored a proficiency	- Teachers use ELlevation EL strategies for explicit and differentiated student instruction. - EL students will participate in small group instruction focusing on	- Support the DLCS standards through classroom instruction. - Upgrade and purchase new technology for students and teachers to use for instruction.	- Daily and weekly communication from principal and teachers. - Stakeholder Involvement in schoolwide planning including Title I Parent Night/Budget, School	- Referral process for administrators and counselors to Mental Health Service Coordinator and Social Workers - School based mental health

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
level 2. • Create a schedule for math interventionist to work with Tier 3 students • Problem Solving Framework/RTI Process will provide tiered instructional intervention direction for teachers and math practice to students based on the analysis of student data. • The use of multiple programs to track student progress and growth in literacy and math contents and standards. • Provide teachers and administrators with professional development opportunities. • Identify the students who were in second grade during the 2023-2024 school year (current third graders) who did not receive accommodations on the ACAP ELA assessment and scored a proficiency level 2. • Create a schedule for reading interventionists to work with Tier 3 students. • Provide necessary comprehension activities to foster improvement in reading comprehension and fluency. • Problem Solving Framework/RTI Process will provide tiered instructional intervention direction for teachers and reading practice to students based on the analysis of student data. • Reading practice and fluency in informational text during science and social studies.	vocabulary/language daily. • Student scores on the ACCESS for EL proficiency test based on the WIDA English Language Development standards will be monitored for growth targets. • A monthly PST/EL meeting will be held to discuss the need for differentiated instruction and possible strategies needed based on progress monitoring data.		Improvement Plan, and School/Parent Compact. • Provide information and educational opportunities for parents to participate in reading/math nights, PTO events, quarterly parent meetings, and celebration events.	therapist referral process • Peer Helper Portal made available to students and sponsors.

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
• Provide teachers and administrators with professional development opportunities.				
Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
• ACAP Math • iReady MOY • PD sign-in • Tier 3 PST Plans/ SID sheets • ACAP Data • IXL priority skills report • iReady data • Classroom observations data • DIBELS data • Star Reading Data	• PD sign-in • ELLvation Training Log • ELLevation Strategies Mastery Pathway • Can-Do Descriptors • ACCESS data • Classroom observations data	• ACAP Data • Technology Needs Assessment • Purchase Orders	• Surveys • Parent Meetings/Communications • Sign-in sheets • Input on School/Parent Compact • ACAP Data	• Surveys

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Identify the students who were in second grade during the 2025-2026 school year (current third graders) who did not receive accommodations on the ACAP math assessment and scored a proficiency level 2.

Key Measures

- ACAP Math
- iReady MOY

Intended Outcome(s)

- Students identified as a 2 will receive intervention to meet growth goal on iReady MOY math.
- 23% of students not on grade level will be by MOY iReady data.

Objective

During the 25-26 school year, 23% of focus group students will be on or above grade level on the iReady math diagnostic by mid-year.

Vision

DARE to be your best!

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Create a schedule for math interventionist to work with Tler 3 students

Key Measures

- ACAP Math
- iReady MOY

Intended Outcome(s)

- 23% of students not on grade level in math will be by MOY iReady data.

Objective

During the 25-26 school year, 23% of focus group students will be on or above grade level on the iReady math diagnostic by mid-year.

Vision

DARE to be your best!

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources: \$34343.94

Source of Funding: Title I 4110 Function Code 2215 Ob code 180/230-250, Title I 11000-18/230-250

Other

Critical Initiative

Problem Solving Framework/RTI Process will provide tiered instructional intervention direction for teachers and math practice to students based on the analysis of student data.

Key Measures

- ACAP Math
- PD sign-in
- Tier 3 PST Plans/ SID sheets

Intended Outcome(s)

- Coaching and appropriate teaching strategies modeled for teachers to improve student performance.
- Student growth in math by moving 23% of students not on grade level by MOY screener data.

Objective

During the 25-26 school year, 23% of focus group students will be on or above grade level on the iReady math diagnostic by mid-year.

Vision

DARE to be your best!

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources: \$5625.00

Source of Funding: 1100-333-4110 Title I

Other

Critical Initiative

The use of multiple programs to track student progress and growth in literacy and math contents and standards.

Key Measures

- ACAP Data
- iReady data
- IXL priority skills report

Intended Outcome(s)

- Provide teachers and students with additional resources and practice to improve achievement.

Objective

During the 25-26 school year, 23% of focus group students will be on or above grade level on the iReady math diagnostic by mid-year.

Vision

DARE to be your best!

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources: \$490.75

Source of Funding: Title I 4110 Function Code 2215 Ob code382/623

Other

- Pays for Registration and travel/stay

Critical Initiative

Provide teachers and administrators with professional development opportunities.

Key Measures

- PD sign-in
- Classroom observations data

Intended Outcome(s)

- Create a culture for learning through professional development.
- Improve Tier 1 instruction and understanding of best practices.

Objective

During the 25-26 school year, 23% of focus group students will be on or above grade level on the iReady math diagnostic by mid-year.

Vision

DARE to be your best!

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Identify the students who were in second grade during the 2023-2024 school year (current third graders) who did not receive accommodations on the ACAP ELA assessment and scored a proficiency level 2.

Key Measures

- ACAP Data
- Star Reading Data
- DIBELS data

Intended Outcome(s)

- Students identified as a 2 will receive intervention to meet growth goal on DIBELS and Star reading.

Objective

During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Vision

DARE to be your best!

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources: \$5087.25

Source of Funding: Title I 4110 Function 1100 Ob Code 109/230-250

Other

Critical Initiative

Create a schedule for reading interventionists to work with Tier 3 students.

Key Measures

- ACAP Data
- Star Reading Data
- DIBELS data

Intended Outcome(s)

- 20% of students not on grade level in reading will be by MOY DIBELS and Star data.

Objective

During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Vision

DARE to be your best!

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources: \$6410.54

Source of Funding: Title I 4110 Function Code 1100 Ob code-333

Other

Critical Initiative

Provide necessary comprehension activities to foster improvement in reading comprehension and fluency.

Key Measures

- ACAP Data
- DIBELS data

Intended Outcome(s)

- Increase opportunities for practice to enhance reading comprehension with rich vocabulary.
- Improve Comprehension

Objective

During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Vision

DARE to be your best!

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Problem Solving Framework/RTI Process will provide tiered instructional intervention direction for teachers and reading practice to students based on the analysis of student data.

Key Measures

- Tier 3 PST Plans/ SID sheets
- IXL priority skills report
- ACAP Data
- DIBELS data

Intended Outcome(s)

- Coaching and appropriate teaching strategies modeled for teachers to improve student performance.
- Student growth in reading by moving 20% of students not on grade level by MOY screener data.

Objective

During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Vision

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Mission

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Reading practice and fluency in informational text during science and social studies.

Key Measures

- ACAP Data

Intended Outcome(s)

- Increase opportunities for practice to enhance reading comprehension.
- Improve Comprehension

Objective

During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Vision

DARE to be your best!

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

- Connected to fund sources listed previously that will be split with 4400 amount from ob code 382/623

Critical Initiative

Provide teachers and administrators with professional development opportunities.

Key Measures

- PD sign-in
- ACAP Data

Intended Outcome(s)

- Create a culture for learning through professional development.
- Improve Tier 1 instruction and understanding of best practices.

Objective

During the 25-26 school year, 20% of the focus group students will be on or above grade level as measured by DIBELS ORF and Accur. in reading by Feb.

Vision

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Mission

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Resource(s)

Total Financial Resources:

Source of Funding: Title I funding, Title I Funding

Other

Critical Initiative

Teachers use ELlevation EL strategies for explicit and differentiated student instruction.

Key Measures

- PD sign-in
- ELlevation Strategies Mastery Pathway
- ELlevation Training Log
- Can-Do Descriptors

Intended Outcome(s)

- Improve Language and Communication Skills

Objective

Focusing on targeted support and effective instructional practices, 100% of students will meet growth goals as measure on the ACCESS for EL's test.

Vision

DARE to be your best!

2025-2026 KDS DAR Elementary 3-5 School ACIP

Kate Duncan Smith DAR Elementary School

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources:

Source of Funding: District

Other

Critical Initiative

EL students will participate in small group instruction focusing on vocabulary/language daily.

Key Measures

- ELLevation Strategies Mastery Pathway
- Can-Do Descriptors

Intended Outcome(s)

- Improve Language and Communication Skills

Objective

Focusing on targeted support and effective instructional practices, 100% of students will meet growth goals as measure on the ACCESS for EL's test.

Vision

DARE to be your best!

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Student scores on the ACCESS for EL proficiency test based on the WIDA English Language Development standards will be monitored for growth targets.

Key Measures

- ELLvation Training Log
- Can-Do Descriptors
- ACCESS data

Intended Outcome(s)

- An increase of 3% of proficient scores on the ACCESS test and growth target met.

Objective

Focusing on targeted support and effective instructional practices, 100% of students will meet growth goals as measure on the ACCESS for EL's test.

Vision

DARE to be your best!

Mission

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

A monthly PST/EL meeting will be held to discuss the need for differentiated instruction and possible strategies needed based on progress monitoring data.

Key Measures

- Classroom observations data
- ACCESS data
- Can-Do Descriptors

Intended Outcome(s)

- An increase of 3% of proficient scores on the ACCESS test and growth targets met.

Objective

Focusing on targeted support and effective instructional practices, 100% of students will meet growth goals as measure on the ACCESS for EL's test.

Vision

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Mission

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Support the DLCS standards through classroom instruction.

Key Measures

- ACAP Data
- Technology Needs Assessment

Intended Outcome(s)

- Students will receive embedded lessons weekly that address standards within the DLCS standards.
- Students will increase understanding of the use of technology for daily use.

Objective

Students will demonstrate digital literacy by effectively using technology for research, collaboration, and problem-solving in their class activities.

Vision

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Mission

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Resource(s)

Total Financial Resources: \$16318.00

Source of Funding: Title I, Title I 4110 Function 1100 Ob code 495

Other

Critical Initiative

Upgrade and purchase new technology for students and teachers to use for instruction.

Key Measures

- ACAP Data
- Purchase Orders
- Technology Needs Assessment

Intended Outcome(s)

- Continue to upgrade one to one technology initiative
- Increase opportunities to use technology in the classroom.
- Ability to implement Digital literacy and computer science standards
- Provide wireless capabilities in all areas.

Objective

Replace outdated access points in schools to enhance wireless connectivity and improve digital access for students.

Vision

DARE to be your best!

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources: \$1400.00

Source of Funding: Title I 4110- Function Code 2190 Ob code 413, Title I 4110 Function Code 2190 Ob code 413

Other

Critical Initiative

Daily and weekly communication from principal and teachers.

Key Measures

- Surveys
- Sign-in sheets
- Parent Meetings/Communications

Intended Outcome(s)

- Parents will be aware of opportunities to be involved and informed about events and happenings.

Objective

Our objective is to boost stakeholder engagement through tools to enhance communication, collaboration, and feedback for school improvement.

Vision

DARE to be your best!

Mission

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Stakeholder Involvement in schoolwide planning including Title I Parent Night/Budget, School Improvement Plan, and School/Parent Compact.

Key Measures

- Surveys
- Sign-in sheets
- Input on School/Parent Compact

Intended Outcome(s)

- Higher percentage of parental involvement in surveys and parent meetings.

Objective

Our objective is to boost stakeholder engagement through tools to enhance communication, collaboration, and feedback for school improvement.

Vision

DARE to be your best!

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide information and educational opportunities for parents to participate in reading/math nights, PTO events, quarterly parent meetings, and celebration events.

Key Measures

- ACAP Data
- Surveys
- Parent Meetings/Communications
- Sign-in sheets

Intended Outcome(s)

- Higher percentage of parent involvement in surveys and parent events.

Objective

Our objective is to boost stakeholder engagement through tools to enhance communication, collaboration, and feedback for school improvement.

Vision

DARE to be your best!

Mission

By fostering a culture of curiosity, respect, and perseverance, we commit to providing a nurturing environment where all learners are encouraged to take risks, set ambitious goals, and achieve their highest potential.

Resource(s)

Total Financial Resources:

Source of Funding: District

Other

Critical Initiative

Referral process for administrators and counselors to Mental Health Service Coordinator and Social Workers

Key Measures

- Surveys

Intended Outcome(s)

- Students and families receiving the mental health support needed.

Objective

Provide faculty, staff, and students with programs/trainings/initiatives that improve quality of life for all.

Vision

DARE to be your best!

Mission

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Resource(s)

Total Financial Resources:

Source of Funding: District

Other

Critical Initiative

School based mental health therapist referral process

Key Measures

- Surveys

Intended Outcome(s)

- A trained therapist that is made available through a referral process.

Objective

Provide faculty, staff, and students with programs/trainings/initiatives that improve quality of life for all.

Vision

DARE to be your best!

Mission

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Peer Helper Portal made available to students and sponsors.

Key Measures

- Surveys

Intended Outcome(s)

- 4th grade students will be trained and supported to help peers through the peer helper program.

Objective

Provide faculty, staff, and students with programs/trainings/initiatives that improve quality of life for all.

Vision

DARE to be your best!