



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. 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 celebrate academic success of state testing and grades. Math is our greatest need for academic improvement with lowest achievement scores on the ACAP. 2nd grade Math ACAP scores were 46% proficient. This went up from 27% from the previous year but is still an area that we are targeting to improve.

3. What conclusions were drawn from the results?

During the 2024–2025 school year, KDS DAR Primary School demonstrated strong and consistent growth in early literacy skills across all grade levels. Each grade showed notable increases from the Beginning-of-Year (BOY) to the End-of-Year (EOY) DIBELS benchmarks in composite scores and key subtests, including phonemic awareness, decoding, and oral reading fluency.

Kindergarten achieved the largest overall growth, showcasing impressive gains across every measured area. The composite score rose from 32% of students at or above benchmark at the beginning of the year to 66% by the end of the year, marking a 34-point increase. In Phonemic Segmentation Fluency (PSF), proficiency jumped from 35% at BOY to 77% at EOY—an outstanding 42-point increase that reflects the success of daily phonemic awareness instruction. Kindergarten students also made strong progress in decoding (Nonsense Word Fluency–WRC), improving from 41% at or above benchmark to 73% by year's end, a gain of 32 points. These results indicate that early literacy instruction remains highly effective in helping students build foundational skills in sound recognition and letter-sound correspondence.

First grade also experienced significant progress throughout the year, particularly in reading fluency. The composite score increased from 33% at or above benchmark at the start of the year to 57% by the end, representing a 24-point gain. Phonemic awareness grew from 47% to 73% at or above benchmark, and decoding improved from 43% to 70%, both showing gains of over 25 points. The most remarkable growth came in Oral Reading Fluency (ORF), where the percentage of students at or above benchmark rose from 35% at BOY to 84% at EOY—an impressive 49-point improvement. This demonstrates the effectiveness of phonics instruction and fluency practice, as students transitioned from sound-level decoding to more confident, fluent reading.

Second grade continued the upward trend with steady gains across all reading components. The composite score increased from 61% of students at or above benchmark to 73% by the end of the year, showing a 12-point rise. Decoding (NWF-WRC) proficiency moved from 43% to 64%, a 21-point increase, while Oral Reading Fluency rose from 54% to 65%, gaining 11 points overall. These improvements reflect growing accuracy and automaticity among readers as they strengthen their fluency and comprehension skills.

Schoolwide, KDS DAR Primary saw consistent and meaningful growth in every area assessed. Kindergarten and first grade led the way in phonemic and decoding gains, while first and second grades showed strong advances in fluency and composite performance. Overall, students demonstrated between 20- and 50-point improvements across literacy domains, reinforcing that the school's structured literacy approach, consistent progress monitoring, and targeted interventions are driving student success. The data clearly highlight that KDS DAR Primary continues to build a strong foundation in reading, ensuring that students are not only learning to read but are developing into confident, fluent, and independent readers.

This school year, KDS DAR Primary added dedicated K-2 reading and math interventionists to strengthen early support and ensure continued growth in both literacy and numeracy. These interventionists provide targeted, small-group instruction focused on foundational reading and math skills, allowing students who need additional help to receive individualized attention and strategic interventions. Their work complements classroom instruction by addressing skill gaps early, reinforcing essential concepts, and helping students build confidence in their learning. With these positions in place, the school is well positioned to continue the upward trend in student achievement and to promote sustained growth across both subject areas.

The addition of the Pre-K-3 grant has been put into place with kindergarten to enable students to learn executive functioning skills and have age appropriate instructions given.

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

The KDS DAR Primary team celebrated the outstanding student growth and achievement from last year's 2024–2025 assessment data during early August meetings. From staff and stakeholder survey data, the consensus remained that an

extended day program continues to be a valuable support for students. After-school tutoring and summer enrichment camps have shown clear success in helping students close academic gaps and maintain progress throughout the year. The overall climate of the school remains strong, positive, and student-centered, continuing to move in the right direction. With the ongoing implementation of a PBIS plan for common areas, school culture and behavior expectations are expected to strengthen even further.

Demographic data showed only slight changes; however, the increase in enrollment and limited classroom space continue to be ongoing challenges recognized by all stakeholders. Parent feedback indicated that family involvement and participation have increased compared to the previous year, and the Parent-Teacher Organization continues to take an active role in expanding opportunities for engagement. Attendance also improved schoolwide, though the leadership team identified it as an ongoing area for continued growth along with discipline in common areas. Incentive programs have been developed to increase attendance and encourage academic success through positive reinforcement.

Math remains a key area of instructional focus, while reading continues to show consistent improvement. To support both subjects, the school has added K–2 math and reading interventionists who work alongside classroom teachers to deliver targeted instruction and individualized support for struggling learners. This collaboration is designed to maintain and build upon the strong literacy gains of previous years while deepening math understanding and closing learning gaps early. The master schedule has been refined with input from all stakeholders to ensure that core instructional time, intervention blocks, and collaborative planning opportunities are fully protected for the 2025–2026 school year.

During the 2025–2026 school year, 23% of the currently enrolled students identified in the original focus group are projected to perform at or above grade level on the mid-year i-Ready Math Diagnostic Assessment, reflecting the school's commitment to measurable growth and data-driven instruction.

Example Tools/Resources:

- i-Ready Diagnostics
- ACAP Data

How will we get there?

- Create i-Ready reporting groups for the identified focus students to monitor progress throughout the year based on three diagnostic assessment windows.
- Develop and protect a master schedule that ensures uninterrupted math instruction time.
- Provide ongoing support through PLCs and data analysis to guide teachers in grouping and targeted instruction.
- Track progress monitoring through i-Ready diagnostic and growth reports.

- Support teachers with the math interventionist and math coach through small-group instruction, pull-outs, and coaching cycles.
- Continue collaboration with Bailey Group Coaches to promote math growth and instructional alignment.
- Set a schoolwide goal to achieve a 2% increase in each ACAP subtest for overall student achievement.

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

The goals were developed following a comprehensive review of the school's needs assessment and a detailed analysis of disaggregated data. The leadership team examined student performance results, stakeholder surveys, and budget priorities to establish meaningful goals, targeted strategies, and aligned professional development opportunities for the ACIP. The attached presentation provides additional information and context. Each goal is designed to address the needs of the whole child while also supporting the broader needs of the school community.

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

The goals were developed after a thorough review of the school's needs assessment and a detailed analysis of disaggregated data. The leadership team examined multiple data sources—including DIBELS, STAR, i-Ready Math, ACAP results, survey feedback, and parent engagement information—along with budget priorities to identify areas of strength and need. This comprehensive analysis guided the creation of targeted goals, strategic action steps, and professional development priorities for the ACIP.

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

KDS DAR Primary P-2 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.

Students in K-2 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 2025-2026 Spring administration of the ACAP Statewide Assessment Scores in 2nd grade. This 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 all 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 P-2 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. A grant was awarded to offset the cost of staffs and needs.

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 P-2 Primary, 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?

With the split from DAR Elementary and creating DAR Primary we had some teacher movement. We had a librarian retire and a 2nd grade teacher retire. We also had a 2nd grade teacher make a switch to 5th grade and a 1st grade teacher move to Elementary reading coach. These changes and a few more grade level swaps required DAR Primary to hire two new first grade teachers and a second grade teacher.

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

54 percent of certified teachers hold an advanced degree. On average our certified teachers have 15 years of experience.

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 60% 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 P-2 Primary 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 P-2 Primary 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. P-K-3 Coaches visit kindergarten regularly. Early childhood coaches visit Pre-K regularly.

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.

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-2 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 P-2 Primary 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. Pre-K classes will visit DAR Primary once weekly in the spring. They will tour the school, visit classes, eat in lunchroom and play on the playground. 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, 26 children were referred to the PST after being identified as struggling academically or behaviorally. Tier-II and Tier III are implemented based on the PST information. 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 K through 2nd 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 September-April.

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



Leadership Team Meeting Agenda



Leadership/Title I Team Meeting

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 P-2 Primary 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 P-2 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 parentsquare. 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 P-2 Primary 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 P-2 Primary 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 iReady 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 P-2 Primary 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 P-2 Primary 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.

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 P-2 Primary 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 parentsquare 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)
 Leadership Team Meeting Agenda		• 1
 Leadership/Title I Team Meeting	Sign in sheet fro July meeting to discuss goals and budgets.	• 1

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary School

hood Learning

Critical Initiative

The principal will participate in the NAESP Pre-K-3 Leadership Academy.

Objective:

Integrate a developmentally appropriate educational approach in student learning during the years when children have the greatest growth potential.

Will plan to attend next SY but is in the current plans.

Activity

Pay for travel and stay for principal to attend

Person responsible: Principal

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding:

Activity Measure(s)

Benchmark(s)

Critical Initiative

Kindergarten teachers will be trained in Gold and age appropriate teaching strategies.

Objective:
Integrate a developmentally appropriate educational approach in student learning during the years when children have the greatest growth potential.

Activity

Provide subs

Person responsible: Teachers

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:

Other Resource:

Source of Funding: P-K-3 Grant

Activity Measure(s)

Benchmark(s)

Critical Initiative

Kindergarten teachers participating in the Pre-K-3 grant will have a instructional coach from Dept. of Early Childhood.

Objective:
Integrate a developmentally appropriate educational approach in student learning during the years when children have the greatest growth potential.

Activity

Coaching reports will guide instruction & PD.

Person responsible: Coach, Teachers		Launch Date: 10/01/2025	
Required Resource(s):			
Financial Resource:		Source of Funding: P-K-3 Grant	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
Play based learning integration		Benchmark:	Date:

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary School

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.

Activity

Provide training on DLCS to teachers

Person responsible: Principal,
teacher

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding:

Activity Measure(s)

Technology use and ACAP navigation

Benchmark(s)

Benchmark:

Date:

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: Principal,
Teacher, Tech Dept.

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding: Title I

Activity Measure(s)

Benchmark(s)

Activity

Increase student access to new devices.

Person responsible: Principal, Tech Dept,
Teacher

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$54141.72
Other Resource:

Source of Funding: Title I Func. 1100 Ob. Code 495

Activity Measure(s)

Benchmark(s)

Technology use, ACAP data

Benchmark:

Date:

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary School

Parent Engagement

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.

Activity

Purchase of communication folders

Person responsible: All stakeholders

Launch Date: 08/05/2025

Required Resource(s):
Financial Resource: \$1050.14
Other Resource:

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

Activity Measure(s)

Benchmark(s)

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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: Parents,
Teachers, Principal

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource:
Other Resource:

Source of Funding:

Activity Measure(s)

Benchmark(s)

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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.

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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, EL teacher **Launch Date:** 10/01/2025

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

Activity Measure(s)	Benchmark(s)
	Benchmark: Part-time worker employed Date: 10/01/2024

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 word webs, labeling, and preteach/reteach

Person responsible: EL teacher, core teachers

Launch Date: 10/01/2025

Required Resource(s):
Financial Resource:
Other Resource:

Source of Funding: Title I

Activity Measure(s)	Benchmark(s)
EL Growth on ACCESS	Benchmark: Date:

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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-yea

Activity

Purchase Heidi Songs for K-1 Teachers to use

Person responsible: TeachersLaunch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$799.90
Other Resource:

Source of Funding: Title I Function Code 1100 Ob. Code 622

Activity Measure(s)

Student engagement and DIBELS

Benchmark(s)

Benchmark:Date:

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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-yea

Activity

Provide subs for teachers to attend data/trainings

Person responsible: PST Coordinator,
Principal, Teachers

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$3096.00
Other Resource:

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

Activity Measure(s)

Benchmark(s)

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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-yea

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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-yea

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 measure by DIBELS composite in reading by Feb.

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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 measure by DIBELS composite in reading by Feb.

Activity

Pay registration/travel for employees to attend PD

Person responsible: Principal, Teachers **Launch Date:** 10/02/2025

Required Resource(s):
Financial Resource: \$2000.00 **Source of Funding:** Title I Travel/Reg Function Code: 2215 Ob. Code 623 and 382
Other Resource: CIS PD

Activity Measure(s)	Benchmark(s)
Classroom observations, student achievement and growth	Benchmark: Date:

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary School

Proficiency

Critical Initiative

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

Objective:

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

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 measure by DIBELS composite in reading by Feb.

Activity

Purchase Renaissance Magma Math

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

Required Resource(s):
Financial Resource: \$6206.22 **Source of Funding:** Title I Function Code 1100 Ob. Code 333
Other Resource:

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

Activity

Purchase SPIRE Intervention materials

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

Required Resource(s):
Financial Resource: \$160.77 **Source of Funding:** Title I Function: 1100 ob.Code 411
Other Resource:

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

PST Plans, ACAP data, DIBELS data Benchmark: Date:

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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 measure by DIBELS composite in reading by Feb.

Objective

Integrate a developmentally appropriate educational approach in student learning during the years when children have the greatest growth potential.

Critical Initiative

The principal will participate in the NAESP Pre-K-3 Leadership Academy.

Start Date: 10/01/2025End Date: 09/30/2027

Key Measures

PD credit- PLU

Critical Initiative

Kindergarten teachers will be trained in Gold and age appropriate teaching strategies.

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

Sign-in sheets
myTeaching Strategies Data- Gold

Critical Initiative

Kindergarten teachers participating in the Pre-K-3 grant will have a instructional coach from Dept. of Early Childhood.

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

Coaching Reports from State provided coach

Objective

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

Critical Initiative

Support the DLCS standards through classroom instruction.

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

- ACAP Data
- Technology Needs Assessment
- Lesson plans

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary School

logy

Objective

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

Critical Initiative

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

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

- ACAP Data
- Technology Needs Assessment
- Purchase Orders
- Inventory

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary School

older Engagement

Objective

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

Critical Initiative

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

Start Date: 10/01/2025 End Date: 09/30/2026

Key Measures

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

Critical Initiative

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

Start Date: 10/01/2025 End Date: 09/30/2026

Key Measures

- Sign-in sheets
- ACAP Data
- Surveys
- Parent Meeting Communications

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.

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.

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

- Can-do descriptors
- ELlevation Training logs
- ACCESS data

Critical Initiative

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

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

- Can-do descriptors
- ELlevation Training logs

Critical Initiative

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

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

- Can-do descriptors
- ELlevation Training logs
- ACCESS data

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary School

Math Proficiency

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

Critical Initiative

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

Start Date: 10/01/2025 End Date: 09/30/2026

Key Measures

ACAP Data

IXL data

iReady Data

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.

Start Date: 10/01/2025 End Date: 09/30/2026

Key Measures

ACAP Data

iReady Math MOY

Critical Initiative

Provide teachers and administrators with professional development opportunities.

Start Date: 10/01/2025 End Date: 09/30/2026

Key Measures

Sign-in sheets

Classroom Observations

Critical Initiative

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

Start Date: 10/01/2025 End Date: 09/30/2026

Key Measures

ACAP Data

iReady Math MOY

Objective

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

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.

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

- ACAP Data
- Classroom Observations
- DIBELS data
- LRS Coaching Schedule

Critical Initiative

Provide teachers and administrators with professional development opportunities.

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

- Sign-in sheets

Critical Initiative

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

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

- DIBELS data
- Star Data

Critical Initiative

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

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

- ACAP Data
- Star Data
- AR Report

Critical Initiative

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

Start Date: 10/01/2025End Date: 09/30/2026

Key Measures

- ACAP Data
- IXL data
- DIBELS data
- AR Report

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.

Early Childhood Learning	Technology	Stakeholder Engagement	English Language Learning	Academic Proficiency	Professional Learning
Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
Integrate a developmentally appropriate educational approach in student learning during the years when children have the greatest growth potential.	- 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.	Focusing on targeted support and effective instructional practices, 100% of students will meet growth goals as measure on the ACCESS for EL's test.	- 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-yea - During the 25-26 school year, 20% of the focus group students will be on or above grade level as measure by DIBELS composite in reading by Feb.	
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
The principal will participate in the NAESP Pre-K-3 Leadership Academy.	Support the DLCS standards through classroom instruction.	Stakeholder Involvement in schoolwide planning including Title I Parent Night/Budget, School	A monthly PST/EL meeting will be held to discuss the need for differentiated instruction and possible	The use of multiple programs to track student progress and growth in literacy and math contents and standards.	

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
- Kindergarten teachers will be trained in Gold and age appropriate teaching strategies. - Kindergarten teachers participating in the Pre-K-3 grant will have a instructional coach from Dept. of Early Childhood.	Upgrade and purchase new technology for students and teachers to use for instruction.	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.	strategies needed based on progress monitoring data. - EL students will participate in small group instruction focusing on vocabulary/language daily. - Teachers use ELlevation EL strategies for explicit and differentiated student instruction.	- 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. - Provide teachers and administrators with professional development opportunities. - 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 reading practice to students based on the analysis of student data. - Provide teachers and administrators with professional development opportunities. - Create a schedule for reading interventionist to work with Tier 3 students - Provide necessary comprehension activities to foster improvement in reading comprehension and fluency. - Reading practice and fluency in informational text during science and social studies.	
Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
PD credit- PLU	ACAP Data	Sign-in sheets	Can-do descriptors	ACAP Data	

Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
• Sign-in sheets • myTeaching Strategies Data-Gold • Coaching Reports from State provided coach	• Technology Needs Assessment • Lesson plans • Purchase Orders • Inventory	• Surveys • Input on School/Parent Compact • ACAP Data • Parent Meeting Communications	• ELlevation Training logs • ACCESS data	• IXL data • iReady Data • iReady Math MOY • Sign-in sheets • Classroom Observations • DIBELS data • LRS Coaching Schedule • Star Data • AR Report	

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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

The principal will participate in the NAESP Pre-K-3 Leadership Academy.

Key Measures

- PD credit- PLU

Intended Outcome(s)

- Identify areas of focus, fine-tune developmentally appropriate leadership practices

Objective

Integrate a developmentally appropriate educational approach in student learning during the years when children have the greatest growth potential.

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: P-K-3 Grant

Other

Critical Initiative

Kindergarten teachers will be trained in Gold and age appropriate teaching strategies.

Key Measures

- Sign-in sheets
- myTeaching Strategies Data- Gold

Intended Outcome(s)

- Expectations for children from birth through 3rd and enables a whole-child approach to assessment

Objective

Integrate a developmentally appropriate educational approach in student learning during the years when children have the greatest growth potential.

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: P-K-3 Grant

Other

Critical Initiative

Kindergarten teachers participating in the Pre-K-3 grant will have a instructional coach from Dept. of Early Childhood.

Key Measures

- Coaching Reports from State provided coach

Intended Outcome(s)

- Professional learning provided onsite by assigned coach to empower age appropriate instruction

Objective

Integrate a developmentally appropriate educational approach in student learning during the years when children have the greatest growth potential.

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

Support the DLCS standards through classroom instruction.

Key Measures

- ACAP Data
 - Lesson plans
- Technology Needs Assessment

Intended Outcome(s)

- Students will receive embedded lessons weekly that address standards within the DLCS standards.

Objective

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

Vision

DARE to be your best!

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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: \$54141.72

Source of Funding: Title I , Title I Func. 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
 - Inventory

Intended Outcome(s)

- Provide wireless capabilities in all areas.
- Continue to upgrade one to one technology initiative

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: \$1050.14

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

Other

Critical Initiative

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

Key Measures

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

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!

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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

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

Key Measures

- Sign-in sheets
 - Surveys
- ACAP Data
 - Parent Meeting Communications

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:

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

- Can-do descriptors
- ACCESS data
- ELlevation Training logs

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

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 Title

Other

Critical Initiative

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

Key Measures

- Can-do descriptors
- ELlevation Training logs

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: Title I

Other

Critical Initiative

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

Key Measures

- Can-do descriptors
 - ACCESS data
- ELlevation Training logs

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: \$799.90

Source of Funding: Title I Function Code 1100 Ob. Code 622

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 data

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-yea

Vision

DARE to be your best!

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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: \$3096.00

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

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 Data
- iReady Math MOY

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-yea

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 teachers and administrators with professional development opportunities.

Key Measures

- Sign-in sheets
- Classroom Observations

Intended Outcome(s)

- Create a culture for learning through professional development.

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-yea

Vision

DARE to be your best!

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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

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

Key Measures

- ACAP Data
- iReady Math 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-yea

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

- ACAP Data
 - DIBELS data
- Classroom Observations
 - LRS Coaching Schedule

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 measure by DIBELS composite in reading by Feb.

Vision

DARE to be your best!

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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: \$2000.00

Source of Funding: Title I Travel/Reg Function Code: 2215 Ob. Code 623 and 382

Other

- CIS PD

Critical Initiative

Provide teachers and administrators with professional development opportunities.

Key Measures

- Sign-in sheets

Intended Outcome(s)

- Create a culture for learning through professional development.

Objective

During the 25-26 school year, 20% of the focus group students will be on or above grade level as measure by DIBELS composite 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

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

Key Measures

- DIBELS data
- Star 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 measure by DIBELS composite in reading by Feb.

Vision

DARE to be your best!

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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: \$6366.99

Source of Funding: Title I Function Code 1100 Ob. Code 333, Title I Function: 1100 ob.Code 411

Other

Critical Initiative

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

Key Measures

- ACAP Data
 - AR Report
- Star Data

Intended Outcome(s)

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

Objective

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

Vision

DARE to be your best!

25-26 KDS DAR Primary P-2 School

Kate Duncan Smith DAR Primary 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

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

Key Measures

- ACAP Data
 - DIBELS data
- IXL data
 - AR Report

Intended Outcome(s)

- Increase opportunities for practice to enhance reading comprehension.

Objective

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

Vision

DARE to be your best!