



Indian Springs Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Indian Springs Elementary School

Michelle Dumas

4550 Highpoint Boulevard
Eight Mile, Alabama, 36613
United States of America

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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.

2024-2025 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Using the previous years' data to gather information that would help in the development of goals and objectives for this year's ACIP, determinations were made to see if previous goals, objectives, and strategies were met or successful. Representatives were selected from all grade levels and support areas, as well as an actively involved parent. After reviewing data, the team recognized areas of strengths and weaknesses to formulate the 2024-2025 ACIP. The committee met to consider all suggestions and make recommendations. Professional development activities, instructional strategies, and budgetary funds were reviewed in order to make sure these actions could be successfully executed and are outlined in the ACIP. Approval of all budgets was determined by following state and federal guidelines. The ACIP was presented to the entire faculty, staff, and stakeholders for approval. Faculty and staff members will continuously review and use the ACIP to guide instructional practices and to help meet the needs of students in order to meet the goals outlined.

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

Yearly attendance was 93% for last year.

i-Ready diagnostic data: From the beginning of the year to the end of the year, Tier I increased by 30% in reading and 25% in math. HMH into Math increased by 43.2%. Our goal was to increase Tier 1 Reading students from 13% to 18%. We did meet that goal. We increased from 13% to 30%. Our goal was to increase Tier 1 Math students from 5% to 11%. We did meet that goal. We increased from 5% to 25%.

Phonics First Screener: Based on End of the Year data, Kindergarten ended the year with 67% proficiency in letter naming, 41% proficiency in letter sound. 1st grade ended the year with 38% in oral reading. 2nd grade ended the year 49% in oral reading. 3rd grade ended the year with 27% in oral reading.

From the beginning of the year to the end of the year, i-Ready Tier II decreased 21% in reading and decreased by 4% in math. HMH into Math decreased by 9%. Our goal was to increase Tier 2 Reading students from 54% to 59%. Our goal was to increase Tier 2 Math students from 52% to 57%.

From the beginning of the year to the end of the year, i-Ready Tier III decreased by 19 % in reading and 2 % in math. HMH Into Math decreased by 9.5%. Our reading intervention teacher provided intervention to students. Our math coach provided intervention to students. We provided after school tutoring to third grade students (November 6- March 14th, on Tuesdays and Thursdays). Our goal was to decrease Tier 3 Reading students from 36% to 30%. We did meet that goal. We decreased from 36% to 24%. Our goal was to decrease Tier 3 Math students from 45% to 39%.

We did meet that goal. We decreased from 45% to 22%. HMH into Math decreased by 43.2%.

Our reading intervention teacher, Mrs. Patterson provided reading intervention to Tier III, 2nd-5th grade students. Our math coach, Ms. Fields provided math intervention to Tier III, 2nd-5th grade students.

3. What conclusions were drawn from the results?

According to the data sources, several conclusions were made. There is still a need for Phonics instruction in grades K-5. Based on 2023-2024 Math ACAP data review, we still need to focus on Data Analysis, Measurement and Geometry in all grade levels. Based on English Language Arts ACAP Data, there is a great need for vocabulary and comprehension. To increase student achievement in ACAP Reading and Math, we offered multiple tutoring sessions throughout the school year targeting math and reading/language arts needs. We also provided Science/Robotics Club.

Other ACAP areas that need improvement are as follows:

ELA

2nd, 3rd and 4th grade-Text Dependent Writing

2nd, 3rd and 4th grade- Writing

Math

2nd grade-Operations with Numbers Base Ten

3rd grade - Operations and Algebraic Thinking

4th grade - Operations with Numbers Base Ten

5th grade - Data Analysis, Measurement and Geometry

Science

4th grade-Energy and Earth's Systems

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

As a school, our focus has always been reading and math, but now we will put in place resources that will aid in helping us reach our goals to impact student growth on the i-Ready and ACAP assessments. After analyzing the data, we will focus more on academic vocabulary, grammar and mechanics, and number and operations across the grade levels. We will also focus more on addressing the lowest deficits of our students in grades K-5. We will offer more extended day tutoring options. Also,

more of our teachers will receive training in Phonics First instruction, Open Court and AMSTI professional development for Math.

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

The school goals are greatly aligned to the needs assessment of our school. We will continue to integrate science and social studies content into the ELA CCRS Standards schoolwide when possible. We will continue to provide student incentives in order to improve attendance. The implementation of project-based learning activities throughout the school is another strategy/activity used to increase the identified areas of reading and math. Our school will continue to utilize the Cycle of Instruction to guide instruction. Phonics First, Open Court Reading, and i-Ready are also district initiatives that are implemented schoolwide to increase the number of students becoming proficient. In addition to the district initiatives, Indian Springs is a Region 10 Dyslexia Learning Lab.

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

As a team, we review all data sources (i-Ready Reading & Math, AlaKids, attendance, discipline, and previous years grades) and set goals according to our needs. After reviewing the data for this year, we clearly noticed that some assessed areas in reading and math will be our focal point. We will monitor student's progress through iReady growth monitoring and weekly common formative assessments, iReady diagnostic, literacy screeners and the administering of ACAP to ensure that all students are making positive gains.

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

The goals set will allow our teachers to differentiate their instruction according to each child's strengths and weaknesses. Also, since the district has helped with providing resources, we believe Phonics First, i-Ready, Open Court, AMSTI trainings and cycle of instruction will help those students that are disadvantaged, struggling, as well as reach our higher achieving students. As an additional resource, Indian Springs is a Region 10 Dyslexia Learning Lab and will receive support from ARI and the State Department.

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 teachers will ensure students receive explicit instruction through whole group and small group instruction by utilizing the Cycle of Instruction to guide their teaching. We will also provide explicit math instructions, by ensuring that all students receive instruction in mathematics daily through whole group and small group instruction. Teachers will implement college and career ready strategies. All K-3 teachers will implement explicit, targeted-instruction daily in reading through the literacy framework. Digital literacy will support professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

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.)
 - 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.)

We proactively address the needs of all students in the school in the areas of academic, social, and career domains through various activities. Our counselor delivers whole classroom guidance lessons, as well as provides school-based mental health programs, specialized instructional support services, mentoring services, small group counseling, individual counseling, and other strategies for improving students' skillsets. She also encourages an awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs. She implements 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.)

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.**

Indian Springs offers an Extended Day Tutoring Program that meets before and after school on Tuesdays and Thursdays. Students in grade 2-5 are chosen based on status of deficiencies on iReady and Literacy Screeners and other assessments. The progress of these students are discussed weekly in grade-level meetings and the Extended Day teachers collaborate with the general education teachers to ensure the proper skills and strategies are being targeted.

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 homeless, migratory, delinquent, neglected and LEP students have equal access to the same free and appropriate education as all students. Students are provided with the opportunity to meet the same challenging state content and performance standards which all students are held. If a student is identified in one of these subgroups, services would be immediately provided as set forth in the following MCPSS guidelines. Services would include extended day services, tutorial services, preferential placement of targeted/at-risk students, uniform assistance, free/reduced lunch, counseling services, and Title I services. The administration at Indian Springs also works with local community agencies to provide school supplies, uniforms, and other services as needed. The MCPSS EL curriculum is rooted in the WIDA Consortium's English Language Proficiency Standards for English Learners (ELs). In the MCPSS System of Support Framework, ELs receive Tier I first delivery of instruction from the classroom teacher with appropriate instructional and assessment accommodations. Tier II services are provided through ESL pull-out or inclusion classes. Tier III services are provided through an Individualized English Learning Plan (IELP). ELs receive pullout ESL services provided by ESL teachers or bilingual paraprofessionals. The MCPSS Homeless Education Program provides the following for homeless students and families: provide case management, direct and indirect services, advocacy, enrollment assistance, provision of resources and community referrals to and for homeless students. Parents/guardians are provided a cooperative and supportive program that will target areas of need. Educational

training is provided to parents/guardians, school personnel, community agencies, and community stakeholders on their rights. Tutoring and summer enrichment opportunities are also provided to sustain/maintain their academic levels. Transportation is also provided. Indian Springs provides services for students who qualify for Special Education through the compliance with federal and state regulations. Students are identified through the RTI process and they are assessed for eligibility. Once a student is eligible, the IEP team develops a plan based on the results of the evaluation which will best afford the student academic success. They are offered multiple deliveries of instruction, with the first delivery being provided by the general education teacher, second delivery of instruction in the least restrictive environment with possible pullout services and third delivery provided by SPED teachers as a push in or pullout service.

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.

i-Ready has a parent report that we utilize, which is available in Spanish. For students who speak another language, we have an ESL teacher that will translate for the parents. We can also utilize the ESL office and have the documents translated using TransACT or goggle translate.

6. What is the school's teacher turnover rate for this school year?
Our turnover rate for this year is 5%.

7. What is the experience level of key teaching and learning personnel?
Indian Springs has 10 master level teachers, as well as 1 teacher who, in addition, holds an Educational Specialist degree.

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)?
We follow the set guidelines that are in place through Mobile County Public School System.

9. Describe how data is used from academic assessments to determine professional development.
Our teachers meet weekly to collaborate as a grade level. During the collaborative meetings, we discuss common formative assessments, i-Ready data, HMH Into Math Growth Measure and PST information. We disaggregate the data and identify commonalities among the grade levels. During our observations, we discuss what types of training will be put in place to assist and continue to build capacity throughout the building. Ongoing professional development is offered throughout

the year. District wide professional development is also offered to help provide more resources for the teachers to use in their instruction.

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

All teachers and staff are encouraged to attend district level training that will help the teachers implement the CCRS. Professional development is also held on the days set by the district, as well as here at the school. At the school level, we will offer PD through the Principal, Instructional Coach, District Reading Specialist, grade level chairman through turn around, on different items, topics, and issues that we see as the school progresses. During the 2024-2025 school year our teachers will attend district level PD such as, iReady Reading and Math, Science of Reading (LETRS), Sound Wall (Tools for Learning), Open Court, Structures, Dyslexia. Our new to the school/district teachers will also receive training on the new ELA ALCOS Standards, at the school level. Our principal and a few of our teachers will attend Making School Work Summer 2025.

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.

Districtwide, the mentor teachers at this school will become familiar with the Framework for Alabama Teacher Mentor Program. A mentor is assigned to all first year teachers. The mentor and new teacher meet throughout the year. Mentors attend a series of professional development sessions to give them the tools they need to be successful mentors. The sessions offer essential strategies to help mentors understand and address the needs of our new teachers. The program is evaluated each year through participant surveys. Indian Springs: New teachers or inexperienced teachers are being supported by master teachers who have a proven track record of academic effectiveness or is the grade level chair. The mentor and teacher meet a minimum of twice monthly to plan for instruction, discuss grade level concerns, discipline and classroom management, and any other concerns that may arise. Time is made available for the new teacher to observe the mentor teacher and the mentor teacher to observe the new teacher. Documentation is recorded on a collaborative form created by the principal and both receive a professional development credit.

12. Describe how all professional development is "sustained and ongoing." Professional development is continuously done throughout the building, as well as at the district level. Our teachers participate in turn around training, as well as grade level training given through school and district professional development. To ensure the sustainability of the professional development, our principal conducts walkthroughs. This is used as a check point to provide feedback to the faculty to show areas of strengths and weaknesses.

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.

Indian Springs Elementary School realizes the importance of smooth transitions for our students so that they will experience success with each new venture on their educational path. To help make these transitions smooth, we offer the following transition opportunities: Provide a comprehensive Pre-kindergarten program that includes pre-registration, parent conferences, and orientation sessions. Provide a middle school orientation session to Semmes Middle School for our fifth grade students. Provide semester parent meetings of grade level expectations. The Instructional Team meets to design a plan for at-risk students to ensure their success at Indian Springs.

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?

Our school evaluates our implementation through surveys, parent feedback, stakeholder feedback, teacher feedback, and self reflection. We meet quarterly to review and revise our plan. Our school will also complete a yearly evaluation on the student's attendance, suspensions, weekly assessments, iReady diagnostic assessments, literacy screeners, and through the quarterly review of the ACIP. As a school, we analyze the data. We determine our strengths and weaknesses and put strategies in place to close the achievement gaps among subgroups.

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?

As a school, we look at what was our student's starting point and determine if they increased or decreased. If there is an increase, we continue implementing the strategies that help reach the goals. If there is a decrease, we look for more strategies and ways to guide instruction.

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 ACIP committee will meet and analyze the strategies, goals, and results. The committee will in turn present the findings to the faculty for suggestions and different ways to achieve our goals. The committee will meet again to discuss the changes that need to be made that will positively impact our school.

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.

All funding sources are used to enhance instruction. State and locally funded allocations include one (1) Principal, (0.5) Guidance Counselor, one (1) Media Specialist, one (1) Physical Education teacher, one (1) Speech teacher, two (2) Special Education teachers, and eighteen (16) classroom teachers. We also had (3) three paraprofessionals - one (1) Physical Education, one (1) Pre-K and one (1) Special Education. Federally, Title I allocation allows for one-half (0.5) Guidance Counselor to be employed. With these funds, we offer extended day tutoring after school, as well as in school intervention to students who are having academic difficulties as identified by instructional data. The remainder of the funds are used to purchase materials, supplies, and technology that will enhance classroom instruction.

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).

The coordination and integration of Federal, State and local services in a manner applicable to each grade level to support achievement of the schoolwide goals are provided by the guidance counselor.

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



EOY 2024 Sign In Sheet

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))

At the beginning of the school year, Indian Springs holds an annual Title I parent meeting. Parents are notified of the meeting through (1) DOJO, (2) school messenger, (3) Schoology messages and (4) website notices. Topics to be discussed at this year's meeting were: Schoology Parent Access, Title I participation, services, and parents' rights; an explanation of the school's curriculum and the state's content standards; the schoolwide plan ACIP; The Parent Involvement Plan; School-Parent Compacts; Parent Resources; Parent Advisory Council. Our school will use the 1% set-aside to provide parents with reading materials that will assist them in supporting their student's education. The Parent Advisory Committee will meet throughout the year to discuss ways to increase parent engagement with the parenting money set aside through Title I.

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.

The faculty and staff of Indian Springs Elementary School have a strong belief in the importance of parental involvement and have put measures in place to offer our parent meetings on a flexible schedule. We will work with parents in scheduling conferences before, after, and during school hours. Parent meetings, such as Title I meetings and special workshops, will be given at different times to ensure that all parents have an opportunity to attend.

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).

Indian Springs believes in involving parents in all aspects of its schoolwide Title I program. We have a parent representative on our ACIP team and a Parent Advisory Committee who provide input in revising our ACIP and Parent Involvement Plan. All parents are given an annual Title I Survey in April which includes questions concerning activities, training, curriculum, Title I, and materials. Results of the parent surveys are reviewed and utilized in determining needed changes.

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

Parents were provided with weekly Schoology reports to stay informed on students' academic progress and attendance (via email directly from Schoology). Parents were also provided with monthly newsletters that covered a variety of areas along with ways on how to help your student. The allocated amount for parenting: \$1,838.34.

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))

During grade level parent meetings and virtual and/or face to face parent meetings, Indian Springs Elementary School provides information about its Title I programs, the curriculum, and assessments used. Parents are informed about grade level expectations for reading and math. Our school will translate all weekly and monthly newsletters in the native language of our students to provide our students and parents the opportunity to stay informed. Parents learn how to schedule a parent teacher conference and about the various school-wide policies that are in place including attendance, school rules, discipline, and homework. Parents are reminded how they can participate in decisions related to the education of their child. This information is also available in the student-parent handbook. Our ACIP is offered to our Spanish-speaking parents if needed and an ELL paraprofessional is also available.

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))

Indian Springs Elementary School-Parent Compact was cooperatively developed by the Leadership Team and the Parent Advisory Committee. All parents are given a copy of the revised compact each year. The compact is explained to parents before they sign stating their commitment in working with the school to ensure the success of their child. Each teacher explains the compacts to the students and obtains the student signatures before signing the compacts themselves and storing them in their teacher resource box. The compacts are used as a reference throughout the year during parent-teacher conferences. Notations are made via the parent contact log during conferences or parent phone calls.

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

Indian Springs Elementary School holds a quarterly review, the Leadership Team reviews, evaluates, and revises its Continuous Improvement Plan. The parents on the ACIP Team represent all Title I parents of the school. Parents are notified through the parent bulletin of the review process, the ACIP plan is available in the Title I Facilitator's room. The parents have a right to give input regarding the revision of the plan, and they have a right to submit concerns in writing to the school if they are unsatisfied with the plan. If a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. Any written complaints will be brought to the review committee. The committee will inform the faculty through weekly faculty meetings to ensure parental concerns are addressed in a timely manner. Also, concerns can be brought to the Parent Advisory Committee and they will work closely with the administrator and leaders to resolve matters as quickly as possible.

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.

Indian Springs works continuously with parents through various programs and services provided to families. Parents are provided materials to assist with student homework, materials to support parents using technology, and brochures on attendance, behavior, reading, and math.

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.

Indian Springs works continuously with teachers through in services, faculty meetings, and grade level meetings in understanding the importance of parent and family engagement as partnerships. The principal will set the expectations that teachers work closely with our Parent Advisory Council in planning parental involvement and engaging activities and provide materials that best meet our needs. All staff is expected to welcome parents to the school, as appropriate, and to work with our facilitator, principal, and/or counselor in meeting parents' needs for their children.

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.

Indian Springs coordinates and integrates parent involvement programs and activities with other federal programs to ensure all stakeholders work together for our schools success. We include our Partners in Education (PIE) in helping us fulfill our mission. Our Partners in Education also assist us in providing support and resources for the school and our families.

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.

Indian Springs ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and in a language the parents can understand. We utilize TransAct, district appointed ELL paraprofessional, and the MCPSS ELL Office to assist us in every endeavor that might arise to help assist our parents. We also have a resource teacher that provides assistance when needed.

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.

Indian Springs Elementary makes every attempt to work with parent requests. The Parents Advisory Council takes request and survey results into consideration when planning for future events.

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))

Indian Springs Elementary makes every attempt to provide opportunities for parent participation, with all parents, to the extent practicable, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. We also utilize the ELL/Migrant Office, coordinated by Kirsten Gentry. Through this collaboration we provide our parents with a primary language interpreter and an onsite EL teacher. Indian Springs Elementary is a handicapped accessible building.

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.

ATTACHMENTS

Attachment Name







 Indian Springs Elem Coordination of Resources

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)
 EOY 2024 Sign In Sheet		• 1
 Indian Springs Elem Coordination of Resources		•
 Indian Springs Parent Compact English		•
 Indian Springs Parent Compact Spanish		•
 Parent and Family Engagement Policy (English)		•
 Parent and Family Engagement Policy (Spanish)		•