



ACIP

Prattville Intermediate School

Autauga County Board of Education

Ms. Angela Landry
1020 Honeysuckle Drive
Prattville, AL 36067

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	8

Improvement Plan Stakeholder Involvement

Introduction.....	11
Improvement Planning Process.....	12

Student Performance Diagnostic

Introduction.....	15
Student Performance Data.....	16
Evaluative Criteria and Rubrics.....	17
Areas of Notable Achievement.....	18
Areas in Need of Improvement.....	20
Report Summary.....	22

2017-2018 ACIP Assurances

Introduction 24

ACIP Assurances 25

Goals 2017-2018

Overview 27

Goals Summary 28

 Goal 1: READING: Ensure that all students improve in their ability to read and answer text related questions. 29

 Goal 2: WRITING: Ensure that all students improve their writing throughout all academic disciplines. 32

 Goal 3: MATH: Ensure that all students improve their conceptual understanding of math..... 36

Activity Summary by Funding Source 40

Stakeholder Feedback Diagnostic

Introduction 47

Stakeholder Feedback Data 48

Evaluative Criteria and Rubrics 49

Areas of Notable Achievement..... 50

Areas in Need of Improvement..... 51

Report Summary..... 52

2017-2018 Title I Schoolwide Diagnostic

Introduction 54

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 55

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 57

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6)) 101

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 102

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV)).... 103

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 104

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 115

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 116

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 118

Component 10: Evaluation (Sec.1114(b)(3))..... 119

2017-2018 Title I Targeted Assistance Diagnostic

Introduction..... 121

Component 1: Comprehensive Needs Assessment..... 122

Component 2: Services to Eligible Students..... 123

Component 3: Incorporated Into Existing School Program Planning..... 124

Component 4: Instructional Strategies..... 125

Component 5: Title I and Regular Education Coordination..... 126

Component 6: Instruction by Qualified Staff..... 127

Component 7: High Quality and Ongoing Professional Development..... 128

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 129

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources..... 130

Component 10: Evaluation..... 131

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction.....	133
FTE Teacher Units.....	134
Administrator Units.....	135
Assistant Principal.....	136
Counselor.....	137
Librarian.....	138
Career and Technical Education Administrator.....	139
Career and Technical Education Counselor.....	140
Technology.....	141
Professional Development.....	142
EL Teachers.....	143
Instructional Supplies.....	144
Library Enhancement.....	145
Title I.....	146
Title II.....	147
Title III.....	148
Title IV.....	149
Title V.....	150
Career and Technical Education-Perkins IV.....	151
Career and Technical Education-Perkins IV.....	152
Other.....	153

Local Funds..... 154

2017-2018 Parent and Family Engagement

Introduction..... 156

Parent and Family Engagement..... 157

Executive Summary

Introduction

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

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

Description of the School

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

Prattville Intermediate School, nestled in a quiet neighborhood near downtown Prattville, was constructed and opened for the 1961-62 school year as Prattville Junior High School. It served as the Junior High School until 1970 when it was renamed Prattville Intermediate School and has consistently provided a quality education to fifth and sixth grade students who reside within the central zone of Prattville. Since the completion of the initial building, a new wing was constructed in 1992. The new addition consisted of fourteen additional classrooms, a teacher workroom, student restrooms, and a modern media center. The neighborhood location allows some students to walk or ride their bicycle to school. Prattville Elementary School which is conveniently located behind our campus provides for easy collaboration amongst both staffs' members.

Currently Prattville Intermediate's population consists of 641 fifth and sixth grade students. With an enrollment of 48% girls, 52% boys, the school's ethnic population is composed of 67% white students, 26% black students, 4% Hispanic students, 1% Asian students, and 3% multi race students. Fifty-three percent of our students receive free or reduced meals. We serve 88 special education students and 93 gifted students through individualized education plans. Students are assigned to one of twelve fifth grade homerooms or one of ten sixth grade homerooms. A student's instructional day is comprised of language arts, reading, math, science, and social studies. Our dedicated staff of 36 certified administrators/teachers, 7 support staff, 1 nurse, 6 child nutrition employees, 1 bookkeeper, 1 front office staff member, and 2 custodians work hard daily to meet the needs of our diverse group of children. We are proud to say that 67% of our certified staff hold a master's degree or beyond. One faculty member is certified as a middle childhood generalist with the National Board of Professional Teaching Standards.

In the past few years, a new gym floor, new blinds, a new water fountain, new carpet, new windows, freshly painted 5th grade lockers, expansion of the bookkeepers office, freshly painted gym, new gymnasium wall pads, and new paint have revitalized the existing buildings. An outdoor classroom, sponsored by Sabic Plastics, was added in the spring of 2011 in the school's courtyard. Prattville Intermediate was recently awarded a grant to assist with the upkeep and maintenance of the outdoor classroom. Today our media center provides students with 13,457 books along with twenty-first century cutting edge technology. The media center contains a fully equipped computer lab containing 30 student computers, with a mounted LCD projector to allow the teachers to demonstrate and present information to their students. In the large gathering area of the media center, we have an additional mounted LCD projector for use in large group presentations. The media center recently attained a large TV to display information to students and faculty. Two mobile iPad labs consisting of 30 iPads each are available to teachers for use in their classrooms. All classrooms have been upgraded with 3-4 computers for student use. Each teacher has been provided with 2 laptops, 3 iPads, LCD projector, Apple TV, and eBeam to offer cutting edge technology for all students at Prattville Intermediate School. Document cameras in each classroom also provide additional technology support to enhance curriculum instruction. One-hundred twenty-three iPads were purchased in the past couple of years including 3 for each classroom teacher, music teacher, administration, and, two classroom sets of 30. We are currently raising money for iPads, projectors, and projector bulbs. Over the past several years our funding has been drastically reduced due to proration declared by the state. Our faculty has worked together to maintain the high standards of student achievement which have always been in place at Prattville Intermediate. Since there has been a decrease in units over the past couple of years and overcrowded classrooms, students and teachers continuously strive to meet and exceed standards. Autauga County has consistently been allocated the lowest funding per pupil in the state. Funding is not a new problem. Prattville Intermediate, along with all of the other Autauga County Schools, has always been able to overcome this challenge.

Executive Summary

Prattville Intermediate School

SY 2017-2018

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School's Purpose

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

The mission of Prattville Intermediate School is "to prepare students to be well-rounded, motivated, and productive in the twenty-first century and in our technological society." This reinforces the district's commitment of Learning Today, Leading Tomorrow to ensure Every Child a Graduate; Every Graduate a Success (the vision of all Alabama schools). We accomplish this by providing an innovative, competent, caring staff that teaches a challenging curriculum in a safe and clean environment.

Our school vision is for the students of Prattville Intermediate to become creative, responsible, caring, and productive citizens who contribute positively to our ever-changing society. Our school motto: "Be Respectful, Be Responsible, Be Resourceful" sets high expectations for all students and supports our vision and mission.

The mission and vision of Prattville Intermediate together produce our nine school beliefs. 1. Every individual needs and deserves a safe and secure environment. 2. Every individual deserves an education. 3. Every individual has something to contribute.

4. Everyone has worth and value. 5. Every action has a consequence. 6. Everyone deserves recognition for their efforts and accomplishments. 7. Self-esteem is the foundation for success. 8. Everyone can be productive and successful. 9. Every individual deserves to be treated with dignity and respect. These beliefs are carried out through intense individualized instruction following the Alabama Course of Study/College and Career Readiness Standards. This assures students will develop intellectually, socially, physically, and emotionally. This commitment builds on providing the excellent educational opportunities necessary for all students to be successful in life (the mission of Autauga County Schools) as well as ensuring Every Child a Graduate; Every Child a Success (the vision of all Alabama schools).

Prattville Intermediate School implements a variety of programs to ensure we are following our school's mission, vision, values, and beliefs.

Prattville Intermediate School provides students with special education services, 504 services, ELL services, gifted services, counseling sessions, small group instruction, Response to Instruction, Differentiated Instruction, and a Positive Behavior Support System. Through Response to Instruction, students' needs are met on an individual basis using research based methods. Struggling students are evaluated weekly, and the school's problem solving team meets monthly to discuss each student's progress toward their goals. Research based instructional strategies are implemented in a small group setting to make certain that students will reach their highest potential. Special education and gifted services are implemented as needed. Instructional coaches are available to help ensure teachers are using best practices in the classroom by modeling lessons and providing teacher supports. The Positive Behavior Support system ensures that the affective needs of all students are met as well. All teachers have the same

classroom motto: "Be Respectful, Be Responsible, Be Resourceful." This support system, along with our school wide discipline plan, assists in preventing inappropriate behavior and provides positive rewards for appropriate behaviors. The rewards and consequences in our Positive Behavior Plan are very clear. All pod teachers have the same classroom expectations. Positive Behavior Plan posters are displayed in all restrooms, lunchroom, hallways, and gym to reinforce expectations. For the 2017-2018 school year, we have added a new school wide focus; Utilize research-based best practices, building wide, every lesson, everyday, by every teacher. By having all of the staff practice consistency with student expectations, we are ready to meet the academic needs of all of our students.

Executive Summary

Prattville Intermediate School

Notable Achievements and Areas of Improvement

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

Prattville Intermediate School prides itself in sustaining high academic student achievement results. In the past, the percentage of students scoring a 4 on the ARMT has increased at least five percent in both reading and math. In the 2011-2012 school year our students took the ARMT+ for the first time. Our 5th graders were 96 percent proficient in math, with 73% scoring level 4, and 93 percent proficient in reading, with 73% scoring level 4. Our 6th graders were 92 percent proficient in math, with 60% scoring level 4, and 92 percent proficient in reading, with 81% scoring level 4. In addition, our 5th graders were 89% proficient in science. In the 2012-2013 school year our students took the ARMT+ for the second time. Our 5th graders were 93 percent proficient in math, with 58% scoring level 4, and 89 percent proficient in reading, with 62% scoring level 4. Our 6th graders were 91 percent proficient in math, with 51% scoring level 4, and 94 percent proficient in reading, with 79% scoring level 4. We are very proud of our results but always strive for higher levels of achievement. In 2013-2014, the State implemented a new assessment, the ACT Aspire. In 2013-2014 our overall 5th grade scores reflected we were 76% "Ready" in English, 44% "Ready" in science, 41% "Ready" in math, 32% "Ready" in reading, and 15% "Ready" in writing. Our overall 6th grade scores reflected we were 73% "Ready" in English, 50% "Ready" in science, 59% "Ready" in math, 51% "Ready" in reading, and 34% "Ready" in writing. In 2014-2015, we took the ACT Aspire for the second year. 2014-2015 5th grade scores reflected we were 76% "Ready" in English, 48% "Ready" in Science, 49% "Ready" in Math, 42% "Ready" in Reading, and 28% "Ready" in writing. Our overall 2014-2015 6th grade scores reflected we were 70% "Ready" in English, 43% "Ready" in science, 65% "Ready" in math, 52% "Ready" in reading, and 28% "Ready" in writing. Overall we showed significant growth in Reading and Math. In 2015-2016 5th grade overall scores reflected we were 70% "Ready" in English, 41% "Ready" in math, 50% "Ready" in science, 37% "Ready" in reading, and 10% "Ready" in writing. Our overall 6th grade 2015-2016 scores reflected we were 76% "Ready" in English, 63% "Ready" in math, 51% "Ready" in science, 48% "Ready" in reading, and 60% "Ready" in writing. Our overall 2016-2017 scores reflected that 5th grade was 72% "Ready" in English, 41% "Ready" in math, 47% "Ready" in science, 41% "Ready" in Reading, and 35% "Ready" in writing. Our overall 2016-2017 scores reflected that 6th grade was 75% "Ready" in English, 64% "Ready" in math, 45% "Ready" in science, 45% "Ready" in reading, and 62% "Ready" in writing.

For the current year, our school district is working to improve in the areas of strategic teaching and instructional rigor, formative assessments, and technology instruction. We have fully implemented the Common Core Readiness Standards and research based math, reading, and writing strategies into the curriculum as well as utilizing the common practice of "taking it to the name" with our struggling students. "Taking it to the name" indicates that teachers, administrators, and support staff know the exact names of students and their specific needs. The students' math, reading, and ELA teachers are providing individualized intervention time for at least 20 minutes each day which includes research based math, reading, and writing strategies, target skills, and re-teaching. We will be using a program called Stride, a researched based adaptive technology based program that has shown great results in reaching students in their reading and math areas of weakness. By implementing these practices as well as the daily whole group, small group, and cooperative learning practices, we are well on our way to achieving higher levels of academic success in the area of math, reading, and writing.

In September of 2010, our first group of students qualified for and participated in Alabama Be Ready Camp. This camp prepares sixth graders to assist first responders in the event of a disaster. As a result, these students were able to bring back a wealth of knowledge to our student body. In October of that same year, our school was one of few to receive the Alabama Attorney General's Safe School Award. We have since sent three more groups of sixth graders to Alabama's Be Ready Camp, and were excited to have them share their knowledge with our current student body.

During the 2010-2011 school year, Prattville Intermediate School partnered with a local company, Sabic Plastics, to create a beautiful outdoor classroom. Employees from Sabic, parents, staff, and students joined together to make this dream a reality. This project was fully funded by Sabic totaling \$10,000. The outdoor classroom encompasses a pavilion, seating for an entire class of students, a white board, a

variety of plants, birdfeeders, and rain collection barrels. This classroom offers abundant educational opportunities for the students at Prattville Intermediate. Each grade level is divided into quads and the quads are responsible for the planting and upkeep of their garden bed. At the end of the 2013-2014 school year, we received a grant from Lowe's for upkeep and maintenance for the outdoor classroom. In 2015 our outdoor classroom was certified as an Alabama Outdoor Classroom by the Alabama Wildlife Federation.

Additional accomplishments include a new LCD sign in front of our school that helps to keep parents and the community informed of activities, CLAS Blue Ribbon School nomination for the 2010-2011, 2011-2012, and 2015-2016, school year, and a teacher selected for The Class Act Award. In the 2013-2014 school year our counselor received an award for "Outstanding Teacher of Character." Our school was awarded the PALS Clean Campus Honorable Mention in 2011-2012, 2012-2013, and 2014-2015.

Cutting edge technology has been installed in every classroom. This includes either a smart board or eBeam, a ceiling mounted LCD projector, document camera, iPad, and a laptop for each teacher. During the summer of 2011, our school was awarded the twenty-first century grant to help implement an after school program for at-risk students. Through this program our students were offered tutoring and enrichment activities to compliment the regular academic program. Some of these activities have included art, technology, music, physical activities, learning about outdoors, and drama. The students in the after school program completed two service projects, which included creating Christmas mugs and Valentines for the Nursing/Rehabilitation home. This program is assisted in reaching our at-risk students on a variety of levels.

In 2013-2014, we replaced all the computers in the computer lab with new updated computers. Our present technology goal is to purchase new updated iPads for use during small group instruction in the classrooms. We will continue to purchase more iPads in hopes of eventually having one for every student. Continually updating technology is always a priority at Prattville Intermediate.

In 2016-2017 Mrs. Jamison and Mrs. Wills were selected to participate in the A+ College Ready training. This is a grade-specific training designed to be participant centered and ensures successful retention, replication, and implementation of; 1. Explanation an modeling in cooperative learning groups, 2. Content-Specific, unit by unit examples, 3. Practice and replication by teachers in their content areas, and 4. Full implementation strategies with modifications and differentiation. Also in 2016-2017, Prattville Intermediate School received the Governor's state championship award for physical fitness and was recognized as a model for physical education programs in Alabama.

Additional Information

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

Over the past few years Prattville Intermediate School has had several students achieve great honors. Brooklyn Hollon and Nicholas Albright were chosen to attend the Junior National Young Leadership Conference in Washington DC. They were able to spend a week learning what it would be like to be a government official helping run our country. Olivia Puranen won a national writing contest hosted by GODADDY.COM. She was awarded \$1000 for her accomplishments. Mrs. Gray's class won the Roman Harper reading contest hosted by NFL football player, Roman Harper. In the 2012-2013 school year, Parker Gray, a 6th grade student, was a part of the State Junior National Young Leadership Conference in Mobile. In the summer of 2013, Kristy Albright represented Prattville Intermediate in Canada as a People to People Ambassador. At the end of the 2013-2014 school year, Katherine Steele, a sixth grader in Mrs. Owens' class, participated with students world-wide in the NASA's Cubes In Space program. Cubes In Space is a STEM-based education program for students ages 11-14. It provides students an opportunity to design and launch an experiment into space. A secondary part of the competition was to design the mission patch for the Cubes In Space mission. Katherine designed the winning patch that was launched into space this summer! She was presented with her patch that was flown in space on August 4, 2014, at Autauga County School's Institute held at Prattville High School. In the 2014-2015 school year, Jason King, a 5th grade student was chosen as one of the 10 finalist in the Hoar Management Reading and Writing Contest. He placed 5th overall in the state at the final competition held in Mobile where he took home \$1,000 scholarship for college. Breily Westbrook, 5th grade student was chosen as the state winner in the Alagasco Writing Contest where she wrote a piece honoring her grandfather. Breily, her grandfather, parents, teacher, and our principal attended a banquet in Birmingham to honor her for placing 1st in the state in the writing contest. Prattville Intermediate students Jessica Cord, Riley Holland, and Katy Jo Cahoon took 1st, 2nd, and 3rd place in the Autauga County Reading Fair. The 6th grade Junior Beta Club students attended the Jr. Beta Club Convention in Birmingham. Our students participated in various events in which the T-shirt Design Team placed 1st in the state and the Quiz Bowl Team placed 2nd in the state. We are very proud of all our students and their outstanding accomplishments.

Each year our sixth graders visit Washington DC. A visit to the WWII Memorial is an annual event on the agenda. In recent years, sponsors have coordinated the trip so that our students are at the WWII Memorial at the same time that WWII veterans are visiting as part of the Honor Flight program. Students prepared posters and letters for the veterans in advance. This emotional experience made a huge impact on students, teachers, and parents alike. Prattville Intermediate received several thank you letters from the veterans themselves and even appeared in a variety of newspapers from all over the country. In Spring of 2015, our students that visited D.C. had an opportunity to meet and talk with Alabama Congress Representative Martha Roby. Representative John Lewis, Congressman from Georgia, a key leader in civil rights movements throughout history, spoke with our students and answered questions. Our students were so honored to interact with these great leaders of our country in our nation's capital. As a community service project, our school choir performs at local nursing homes. They also provide a concert for our students and their families twice a year.

Prattville Intermediate is one of few elementary schools to offer clubs for their students. On the first Thursday of each month, students are allowed to participate in their club of choice for 40 minutes. Club options include: Outdoors Club, Top Cougar Club, Board Game Club, Art Club, Fitness Club, Snapdragon Garden Club, Jr. Beta Club, Storytellers Club, Cougar Character Club, Student Council, Music Club, Fashion Club, Bookmarker's Club, Origami Club, Community Leaders Club, and iPad club. Each club is sponsored by one or more of our teachers and community leaders/members. The Prattville Rotary Club and the Prattville High School Rotary Club partners with our Community Leaders Club. The Prattville Community Garden Club partners with our staff in conducting the Snapdragon Garden Club. The Snapdragons Junior Garden Club has won the Almon Award for an outstanding junior garden club in 2010, 2011, 2012, and 2013. In 2012, the Garden Club began doing sculptures. In 2012, Julia Steen placed 1st, Andrew Hedgecock placed 2nd, Ryan Amsden placed 3rd, and Jessica Hawthorne received honorable mention for the Garden Clubs of Alabama. In the same competition, Andrew Hedgecock placed 2nd and

Julia Steen placed 4th overall in the Deep South. During club time, students participate in these extracurricular activities while also learning new skills. The Prattville Autauga County Character Coalition partners with the Cougar Character Club by providing speakers each month addressing the character trait of the month. Sheridan Cahoon, school counselor and sponsor of this club also received the "Outstanding Teacher of Character" award for Autauga County. Prattville Intermediate has also received Clean Campus Honorable Mention Award for the 2012-2013, 2013-2014, and 2014-2015 school years.

Prattville Intermediate administration and teachers continue to maintain partnerships with parents and the community. The school has an active APT which conducts fundraisers for upgrading technology at the school, student incentives and rewards, and teacher appreciation. Over the past few years the APT has provided over \$60,000 for purchasing computers, iPads, laptops, LCD projectors, document cameras, and eBeams. They assist in rewarding students on Accelerated Reader competitions, Honor Roll Parties, BUG (Bringing Up Grades) awards, and sixth grade graduation. They assist in maintaining teacher morale by providing luncheons and small treats of appreciation.

The community has provided financial support and manual labor over the past few years. Grants have been received by the Autauga Area Community Foundation, Autauga County Retired Teachers Association, Central Alabama Electric Cooperative, Prattville Service League, Lowes, and Wal-Mart. Sabic Plastics donated \$10,000 to construct the new outdoor classroom along with providing over 30 volunteers to construct the site. BB&T bank partnered with us to upgrade our landscaping around the school building. We received new plants, pine straw, and concrete curbing as flower bed borders. Maxwell Air Force Base has provided assistance with painting and installing new dry-erase boards in some classrooms. Alabama Power donated twenty-five computers to our school. Many businesses have donated an enormous amount of school supplies to our students in financial need. Target, Walmart, Dominos, Sears, Cheer Pro, Beef O' Brady's, Helping Schools Tags, Walk to School Day, Box Tops for Education, Wharf Express, Marcos, Office Depot, Marc-1 Car Wash, First Community Bank, Vaughn Plywood, Coca-Cola, Front Porch Grill, Mayfield Dairy Farms, CiCi's Pizza, McDonalds, Chick Fil A, Bama Lanes, Little Cesars, Taco Bell, Frio's, Dairy Queen, Chicken Salad Chick, Jacks, Little Lights Day Care, Woodmen Life, and Publix have partnered with our school to provide financial support through their business/school partnership programs. Thank you to the Autauga Educational Association for awarding Prattville Intermediate School \$1000 for technology. The Alabama Cooperative Extension System presented Prattville Intermediate with their Alabama Outdoor Classroom sign as well as an Outdoor Classroom Activity Kit valued at \$200 and a complete set of Discovering Alabama videos. The Prattville Fire Department makes an annual visit to teach our students about fire safety. In 2016-2017, Huntington Ridge Church provided assistance with the beautification of our school as well as helped provide meals for needy students on the weekends. A SMART TV was donated to Prattville Intermediate in the spring of 2017 by the Prattville / Millbrook Sunrise Rotary Club for use in the front lobby. The existing TV was given to a teacher for use in the classroom. Without continuous support from the community many special projects would not have happened. All of the above businesses and organizations have played a huge role in the upgrades to our facility and instructional enhancements for the students at Prattville Intermediate School.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The improvement plan members are comprised of principal, assistant principal, counselor, leadership team members, 5th grade math, language arts, and reading teachers, 6th grade math, language arts, and reading teachers, gifted teacher, community and parent representatives. These stakeholders were selected by the school's leadership team and were informed of their roles by the principal. Meetings were scheduled after school hours on days that were convenient for stakeholder members that were not a part of school staff.

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

Our stakeholders consist of the principal, assistant principal, counselor, leadership team members, 5th grade math, language arts, and reading teachers, 6th grade math, language arts, and reading teachers, gifted teacher, community representative, and parent representatives. We feel it is very important for each stakeholder group to have a representative. The overall goals were selected from current testing data. Each stakeholder is responsible for taking the goals back to their group/area they represent, review student achievement data, review school surveys, develop a measurable objective with strategies and activities to achieve the goal, and report back to the committee. Based on the academic needs of the students, the committee will then develop a plan that will guide the teachers, support staff, and administration toward goal achievements and improved academic success.

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

The improvement plan is presented to all stakeholders in a school wide faculty meeting. The final improvement plan will also be available on the school's website and in the school's front office. Meetings with stakeholders will be held throughout the improvement plan development process and minutes will be taken.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Data Charts 2017-2018

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

When looking at the ACT Aspire results from 2016-2017, Prattville Intermediate's scores in 5th grade Reading, Science, and Writing were above the expected levels of performance, the "National Ready" level. Sixth grade English, Writing, and Math also scored above the expected levels of performance, the "National Ready" level.

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

Comparing the 2015-2016 ACT Aspire scores to 2016-2017 ACT Aspire scores the following positive performance trends were noticed:

- 6th Grade Math 1% increase
- 6th Grade Writing 2% increase
- 5th Grade English 2% increase
- 5th Grade Reading 4% increase
- 5th Grade Writing 25% increase

Which area(s) indicate the overall highest performance?

When looking at ACT Aspire scores from 2016-2017, Prattville Intermediate's overall highest performing scores were in English, however significant strides were made in 5th grade writing.

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

According to our ACT Aspire scores, from 2015-2016 to 2016-2017, the following groups show a trend toward increasing performance?

Female

- Reading 5th Grade
- Writing 5th Grade
- English 6th Grade
- Math 6th Grade

Male

- English 5th Grade
- Reading 5th Grade
- Writing 5th Grade
- Math 5th Grade
- Writing 6th Grade

Black

- English 5th Grade
- Reading 5th Grade
- Writing 5th Grade
- Writing 6th Grade

White

- Writing 5th Grade
- Math 5th Grade

Between which subgroups is the achievement gap closing?

The achievement gap is closing most significantly between the subgroups Caucasian/White and overall.

The achievement gap is closing between African American/Black and overall but with less proficiency.

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

Both our Performance Series data from 2013-2016 and previous ARMT scores show stronger scores in Reading than Math. Our ACT Aspire scores from 2013-2014, 2014-2015, 2015-2016, and 2016-2017 show stronger scores in Reading and Math. Our 2016-2017 ACT Aspire scores showed a 25% increase in 5th grade writing scores. Also, in 2016-2017 our ACT Aspire scores showed stronger scores in 6th grade math than reading.

Areas in Need of Improvement

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

According to the most recent data from the 2016-2017 ACT Aspire, we did not meet the expected levels of performance in 5th grade English and math and 6th grade Reading, and Science when compared to the "National Ready" level.

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

According to our most recent 2016-2017 ACT Aspire we show a negative trend in

6th grade English

6th grade Reading

5th and 6th grade Science

5th Grade Math shows the largest gap below national percentile.

Which area(s) indicate the overall lowest performance?

The ACT Aspire scores in 5th grade writing were Prattville Intermediate's overall lowest performance.

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

The African American/Black and female subgroups showed a trend toward decreasing performance in 5th grade science and math, and 6th grade English, Reading, and Science, when comparing our ACT Aspire 2016-2017 data to our ACT Aspire 2015-2016 data.

Between which subgroups is the achievement gap becoming greater?

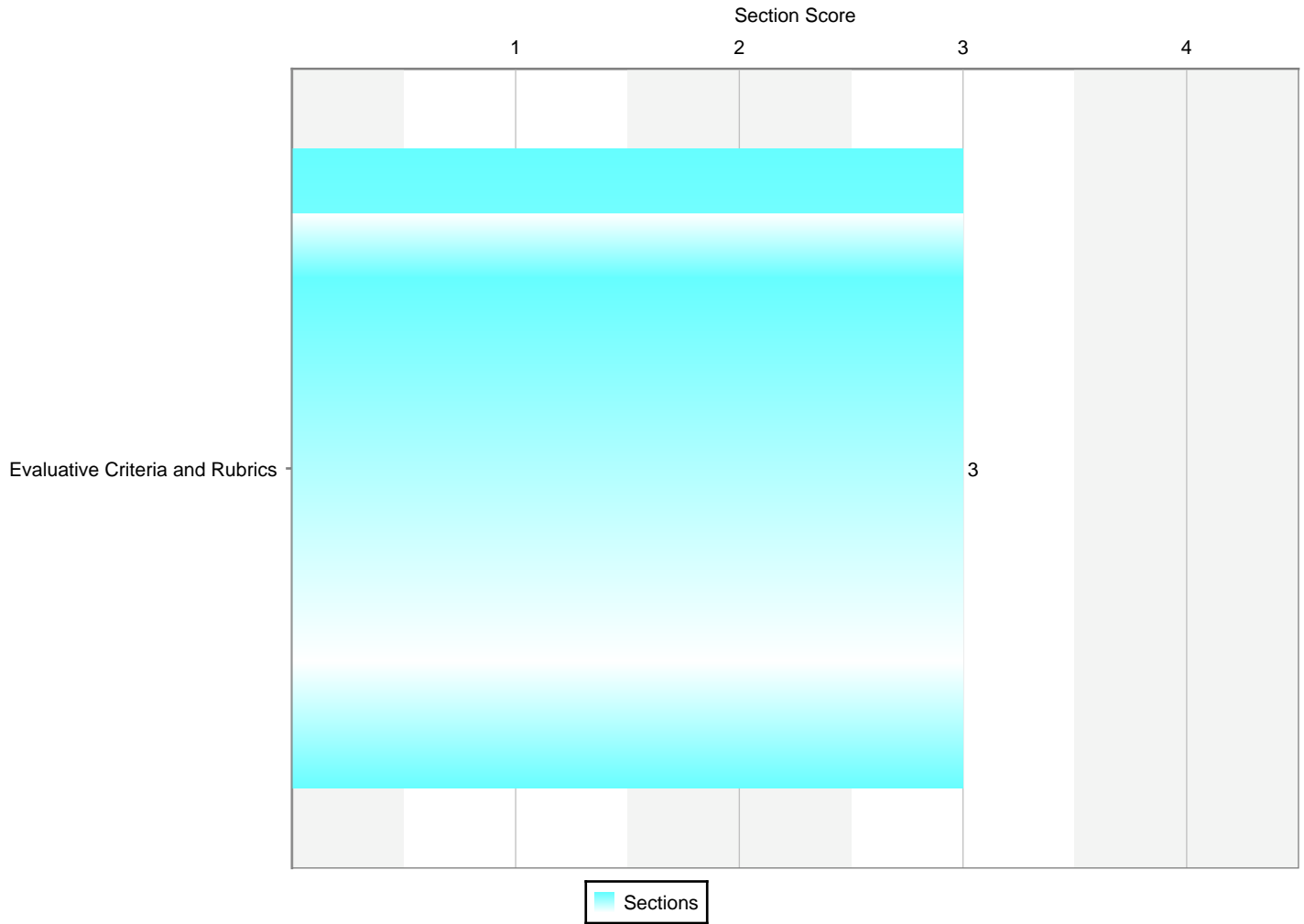
The gaps between the special education and African American/black students compared to Prattville Intermediate's overall scores are not increasing, however they still show the greatest gaps. This data was collected from ACT Aspire scores and Performance Series scores taken throughout the school year.

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

Data from Performance Series and ACT Aspire show that our subgroup special education shows the greatest gap.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Federal Laws Compliance	Federal Laws Compliance

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Non-Discrimination Policy Designated Employees	Non Discrimination

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

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

Goals 2017-2018

Overview

Plan Name

Goals 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	READING: Ensure that all students improve in their ability to read and answer text related questions.	Objectives: 1 Strategies: 5 Activities: 15	Academic	\$69334
2	WRITING: Ensure that all students improve their writing throughout all academic disciplines.	Objectives: 1 Strategies: 3 Activities: 18	Academic	\$10172
3	MATH: Ensure that all students improve their conceptual understanding of math.	Objectives: 1 Strategies: 4 Activities: 15	Academic	\$90168

Goal 1: READING: Ensure that all students improve in their ability to read and answer text related questions.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in their ability to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills in Reading by 05/25/2018 as measured by their SIP score on the Performance Series test.

Strategy 1:

Reading Comprehension Strategies - Teachers will use direct instruction by incorporating various activities to improve students' reading comprehension.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: https://www.hand2mind.com/pdf/miriam/grades_1_2.pdf

Activity - Silent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Silent reading will be incorporated weekly after tests and during Response to Instruction time.	Other	08/09/2017	05/25/2018	\$0	No Funding Required	All Teachers

Activity - Accelerated Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a school-wide Accelerated Reading Reward System.	Academic Support Program	08/09/2017	05/25/2018	\$8000	Other	Reading, ELA, and Resource teachers

Activity - Novel Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will support answers by gathering textual evidence from novel studies.	Other	08/09/2017	05/25/2018	\$3000	Title I Schoolwide	Reading & ELA & Social Studies teachers

Activity - Fluency Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model fluent reading through teacher read alouds. Teachers will administer fluency checks each 9 weeks in reading class.	Other	08/09/2017	05/25/2018	\$0	No Funding Required	Reading & ELA teachers

Activity - STRIDE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STRIDE program will be used for student mastery of skills to reach grade level proficiency. Additional Computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000	Title I Schoolwide	All instructional staff

Strategy 2:

Strategic Teaching & Instructional Rigor - Teachers will use direct strategic teaching to teach students to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills. Teachers will increase rigor.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198604_gersten.pdf

Activity - Comprehension Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read a passage, complete an activity for understanding, and answer comprehension questions. Students will summarize, evaluate, construct generalizations, and draw conclusions from the text. Students will use the "answer,cite,explain" method to answer all why questions.	Other	08/09/2017	05/25/2018	\$1000	Title II Part D	Reading teachers

Activity - Supporting Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th Grade: Daily short read with nonfiction text followed by comprehension questions. 6th Grade: Focus on "craft and structure" standards to include author's purpose, how organization of a passage contributes to meaning, word and phrase meanings from multiple contexts including figurative language, and how details form an author's perspective.	Other	08/09/2017	05/25/2018	\$0	No Funding Required	5th & 6th grade Reading teachers, Resource teachers

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have a designated 20 minutes every morning for 5th grade and every afternoon for 6th grade, for RTI small group and 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000	Title I Schoolwide	All core teachers

Strategy 3:

Using Formative Assessments - Teachers will use a range of formal and informal assessment procedures to modify teaching and learning activities to improve student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use-them/>

Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Prattville Intermediate School

<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These activities require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for use in later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing." 6th grade reading teachers will pre-test academic vocabulary words.</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Reading, ELA, and resource teachers
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Activity - Professional Development on Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various workshops / inservice will be scheduled throughout the school year to train all faculty on Formative Assessment.	Professional Learning	08/09/2017	05/25/2018	\$5000	Title I Schoolwide	Provided through central office. Turn-Around training conducted by current staff.

Activity - Professional Development on Integration of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on integration of technology in instruction. It will also include supplies needed student success and for successful implementation in classrooms.	Professional Learning	08/09/2017	05/25/2018	\$6000	Title I Schoolwide	All certified staff.

Activity - Professional Development on Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on rigor: Various workshops and novel study on rigor to include supplies needed for teacher and student success.	Professional Learning	08/09/2017	05/25/2018	\$3570	Title II Part D	All certified staff.

Strategy 4:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

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Prattville Intermediate School

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will be conducted to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$800	Title I Schoolwide	Core teachers, resource teachers, and administrators

Activity - Student Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continual study of activities to increase student motivation for academic success.	Behavioral Support Program, Academic Support Program	08/09/2017	05/25/2018	\$5359	Title I Schoolwide	All certified staff.

Strategy 5:

Parental Involvement - Increase parent involvement with activities and resources.

Category: Implement Community Based Support and Intervention System

Research Cited: <http://www.nea.org/tools/17360.htm>

Activity - Parent Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will be using Title I funds to improve parent involvement by utilizing our parent resource room to meet the needs of our parents. These funds will also be used for resources needed for parental involvement nights.	Parent Involvement	08/09/2017	05/25/2018	\$2605	Title I Schoolwide	All certified staff and advisory committee members.

Goal 2: WRITING: Ensure that all students improve their writing throughout all academic disciplines.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency throughout all academic disciplines in Writing by 05/25/2018 as measured by how many students score 75 or higher from the first county writing prompt to the third county writing prompt..

Strategy 1:

Open-Ended Writing - Teachers will increase opportunities for open-ended writing.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <http://srmo.sagepub.com/view/the-sage-encyclopedia-of-social-science-research-methods/n665.xml>

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One minute power writing activity.	Direct Instruction	08/09/2017	05/25/2018	\$500	Title I Schoolwide	All core teachers

Activity - Cross Curriculum Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>5th Math - Problems where students have to justify and explain answers.</p> <p>6th Math - Provide more opportunities for students to work and understand by explanation and justification questions. Journal weekly. The journal entry will consist of how (explanation) they got the answer and why (justification). Morning bell ringers will include writing prompts.</p> <p>5th Science - Use writing component in science journals from test.</p> <p>6th Science - Use weekly journaling to increase writing proficiency and practice constructed response.</p> <p>5th Reading - Use "answer, cite, explain" method to answer questions. Utilize power writing activities weekly.</p> <p>6th Reading - Increase more purposeful writing activities using text evidence and justifying answers.</p> <p>5th Social Studies - Utilize Social Studies text, Time for Kids, and other resources to increase students' understanding of informational texts, and provide meaningful writing from these texts. This will include one power writing activity per week.</p> <p>6th Social Studies - R.A.F.T. writing once a week. "If you were there" writing prompts.</p> <p>5th English - Assign at least one major argumentative/opinion/persuasive writing assignment per nine weeks. Two of these could be the fall and spring writing contests. Focus on capitalization and punctuation within writing.</p> <p>6th English - Use mentor texts to enhance the 6 + 1 writing traits. There will be a writing project for a major grade each nine weeks.</p>	Other	08/09/2017	05/25/2018	\$2172	Title I Schoolwide	All regular education teachers

Activity - Time for Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Time for Kids and other resources to increase students' understanding of informational text, and provide meaningful writing opportunities from this source.	Academic Support Program	08/09/2017	05/25/2018	\$3000	Other	All core teachers

Strategy 2:

Writing Direct Instruction - Direct instruction will be provided for students to improve writing across the curriculum.

ACIP

Prattville Intermediate School

Category:

Research Cited: <http://www.jefflindsay.com/EducData.shtml>

Activity - Teacher Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will spend 30 minutes daily on writing instruction, modeling different types of writing, and how to effectively communicate through writing.	Direct Instruction	08/09/2017	05/25/2018	\$3000	Title I Schoolwide	ELA teachers
Activity - Fresh Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use fresh reads on weekly reading tests which will include open-ended responses. Teachers will model appropriate responses and provide feedback each week.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Reading teachers
Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model the use of graphic organizers to focus on writing.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	All teachers
Activity - Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and share, and students will use writing strategies and graphic organizers such as: Show and Tell, Topic T-Chart, What-Why-How, I do, we do, you do, etc...	Direct Instruction	08/09/2017	05/18/2018	\$0	No Funding Required	All teachers
Activity - Interactive Notebook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use interactive notebooks to take notes in class, using Common Core review to practice foundational skills and model how to answer explanation and justification problems.	Other	08/09/2017	05/25/2018	\$1000	Title I Schoolwide	Math teachers
Activity - System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education will implement System 44 with students who are significantly below grade level.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Special Education Teachers
Activity - Small Group/Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use small group instruction for struggling writers.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	All teachers
Activity - PE writing activites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Prattville Intermediate School

PE teachers will provide a writing activity each nine weeks about favorite athletes, nutritional information, favorite sports, etc...	Other	08/09/2017	05/25/2018	\$0	No Funding Required	PE teachers
Activity - Novel Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Social Studies class will do one novel study per semester.	Direct Instruction	08/09/2017	05/25/2018	\$500	Title I Schoolwide	6th grade Social Studies teachers

Strategy 3:

Modeling Writing and Skills Practice - Teachers will model writing activities and foundational skills for students.

Category: Develop/Implement College and Career Ready Standards

Activity - Writing Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th & 6th ELA - Assign at least one major writing assignment per nine weeks. Two of these can be the fall and spring school-wide writing contests.	Other	08/09/2017	05/25/2018	\$0	No Funding Required	Reading, ELA, and Resource teachers

Activity - Writing Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase student conferences and give timely feedback on writing assignments.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	6th grade ELA teachers

Activity - Skills Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use daily Common Core review to practice foundational skills that will be vital to develop greater rigor in math and writing.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	5th grade Math teachers

Activity - Skills Testing Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use English book Unit Test practice pages as testing practice.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	5th grade ELA teachers

Activity - Skills Practice for Grammar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use English textbook as a resource to teach grammar, knowledge of language, production of writing, and conventions of standards.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	6th grade ELA

Activity - English Text Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the English Performance Series test and use data to drive instruction.	Technology, Other	08/09/2017	05/25/2018	\$0	No Funding Required	ELA teachers

Goal 3: MATH: Ensure that all students improve their conceptual understanding of math.

Measurable Objective 1:

A 8% increase of All Students will increase student growth in their conceptual understanding in Mathematics by 05/25/2018 as measured by their SIP score on the Performance Series Test.

Strategy 1:

Strategic Teaching & Instructional Rigor - Teachers will use strategic teaching and instructional rigor to improve problem solving with higher-order thinking questions.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.hstwohioregions.org/sitefiles/Rigor%20PowerPoint.pdf>

Activity - Math Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use weekly math skills quizzes to help students become fluent in math facts and proficient in problem solving. Teachers can compare problem proficiency to previous weeks.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Math Teachers
Activity - Timed Facts Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide multiplication timed tests each nine weeks. The goal by the end of the year in 5th Grade - 50 problems in 3 minutes, 6th Grade - 50 problems in 2 minutes.	Other	08/09/2017	05/25/2018	\$0	No Funding Required	Math Teachers
Activity - Graph paper guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use graph paper for dividing and multiplying as needed for instruction and understanding.	Direct Instruction	08/09/2017	05/25/2018	\$500	Title I Schoolwide	Math & Resource Teachers
Activity - Problem Solving Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use problem solving questions daily to improve justification of the word problems.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Math Teachers
Activity - Daily Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily review of previously learned objectives.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Math and Resource Teachers
Activity - Journal Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Prattville Intermediate School

Weekly journal topics will be provided to improve expository writing in mathematics.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Math, Science, and Resource Teachers
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Activity - Differentiated Instruction / Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STRIDE will be used for student mastery of skills to reach grade level proficiency. Additional computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000	Title I Schoolwide	All instructional staff

Activity - PE Math Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PE teachers will be using a variety of different activities to incorporate math problem solving into their daily curriculum. Having students complete various multiples of jumping jacks, math problems in PE exercises, and calculating miles ran per week at PE using total laps run each day are just a few of the activities they will be incorporating.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Physical Education Teachers

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have set aside 20 minutes in the morning for 5th grade and 20 minutes in the afternoon for 6th grade for RTI small group 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000	Title I Schoolwide	All classroom teachers.

Activity - Add Title I Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Add Title I teacher to focus on 5th grade math.	Direct Instruction, Academic Support Program, Parent Involvement	10/01/2017	05/25/2018	\$55668	Title I Schoolwide	Administration

Strategy 2:

Open Ended Math Problems - Teachers will teach problem solving skills to equip students with the ability to solve open-ended math problems.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.nctm.org/news/release.aspx?id=754>

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Open-ended problems using math vocabulary will be included on each concept test.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Math Teachers

ACIP

Prattville Intermediate School

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete regular bell-ringers incorporating multi-step problems when appropriate.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Math Teachers
Activity - Math Journal Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide more writing opportunities to use and show understanding of math vocabulary.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Math and Science Teachers

Strategy 3:

Use Formative Assessments - Teachers will implement the use of formative assessments to inform curricular and instructional decisions.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use-them/>

Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Other, Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Math and Resource Teachers

Strategy 4:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

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

Prattville Intermediate School

Conduct data meetings to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	All core teachers, resource teachers, and administrators .
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Motivation	Continual study of activities to increase student motivation for academic success.	Behavioral Support Program, Academic Support Program	08/09/2017	05/25/2018	\$5359	All certified staff.
Add Title I Teacher	Add Title I teacher to focus on 5th grade math.	Direct Instruction, Academic Support Program, Parent Involvement	10/01/2017	05/25/2018	\$55668	Administration
Teacher Model	English teachers will spend 30 minutes daily on writing instruction, modeling different types of writing, and how to effectively communicate through writing.	Direct Instruction	08/09/2017	05/25/2018	\$3000	ELA teachers
Professional Development on Formative Assessment	Various workshops / inservice will be scheduled throughout the school year to train all faculty on Formative Assessment.	Professional Learning	08/09/2017	05/25/2018	\$5000	Provided through central office. Turn-Around training conducted by current staff.
Bell Ringer	One minute power writing activity.	Direct Instruction	08/09/2017	05/25/2018	\$500	All core teachers
Novel Studies	Each Social Studies class will do one novel study per semester.	Direct Instruction	08/09/2017	05/25/2018	\$500	6th grade Social Studies teachers
Interactive Notebook	Students will use interactive notebooks to take notes in class, using Common Core review to practice foundational skills and model how to answer explanation and justification problems.	Other	08/09/2017	05/25/2018	\$1000	Math teachers
STRIDE	STRIDE program will be used for student mastery of skills to reach grade level proficiency. Additional Computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000	All instructional staff

ACIP

Prattville Intermediate School

Data Meetings	Data meetings will be conducted to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$800	Core teachers, resource teachers, and administrators
Cross Curriculum Writing	5th Math - Problems where students have to justify and explain answers. 6th Math - Provide more opportunities for students to work and understand by explanation and justification questions. Journal weekly. The journal entry will consist of how (explanation) they got the answer and why (justification). Morning bell ringers will include writing prompts. 5th Science - Use writing component in science journals from test. 6th Science - Use weekly journaling to increase writing proficiency and practice constructed response. 5th Reading - Use "answer, cite, explain" method to answer questions. Utilize power writing activities weekly. 6th Reading - Increase more purposeful writing activities using text evidence and justifying answers. 5th Social Studies - Utilize Social Studies text, Time for Kids, and other resources to increase students' understanding of informational texts, and provide meaningful writing from these texts. This will include one power writing activity per week. 6th Social Studies - R.A.F.T. writing once a week. "If you were there" writing prompts. 5th English - Assign at least one major argumentative/opinion/persuasive writing assignment per nine weeks. Two of these could be the fall and spring writing contests. Focus on capitalization and punctuation within writing. 6th English - Use mentor texts to enhance the 6 + 1 writing traits. There will be a writing project for a major grade each nine weeks.	Other	08/09/2017	05/25/2018	\$2172	All regular education teachers
Professional Development on Integration of Technology	Professional development on integration of technology in instruction. It will also include supplies needed student success and for successful implementation in classrooms.	Professional Learning	08/09/2017	05/25/2018	\$6000	All certified staff.
Small Group / 1-1 Instruction	We have set aside 20 minutes in the morning for 5th grade and 20 minutes in the afternoon for 6th grade for RTI small group 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000	All classroom teachers.
Differentiated Instruction / Small Group Instruction	STRIDE will be used for student mastery of skills to reach grade level proficiency. Additional computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000	All instructional staff
Graph paper guides	Students will use graph paper for dividing and multiplying as needed for instruction and understanding.	Direct Instruction	08/09/2017	05/25/2018	\$500	Math & Resource Teachers

ACIP

Prattville Intermediate School

Small Group / 1-1 Instruction	We have a designated 20 minutes every morning for 5th grade and every afternoon for 6th grade, for RTI small group and 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000	All core teachers
Novel Studies	Students will support answers by gathering textual evidence from novel studies.	Other	08/09/2017	05/25/2018	\$3000	Reading & ELA & Social Studies teachers
Parent Resources	We will be using Title I funds to improve parent involvement by utilizing our parent resource room to meet the needs of our parents. These funds will also be used for resources needed for parental involvement nights.	Parent Involvement	08/09/2017	05/25/2018	\$2605	All certified staff and advisory committee members.
Total					\$154104	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Rigor	Professional development on rigor: Various workshops and novel study on rigor to include supplies needed for teacher and student success.	Professional Learning	08/09/2017	05/25/2018	\$3570	All certified staff.
Comprehension Activities	Students will read a passage, complete an activity for understanding, and answer comprehension questions. Students will summarize, evaluate, construct generalizations, and draw conclusions from the text. Students will use the "answer,cite,explain" method to answer all why questions.	Other	08/09/2017	05/25/2018	\$1000	Reading teachers
Total					\$4570	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings	Conduct data meetings to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$0	All core teachers, resource teachers, and administrators

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Prattville Intermediate School

<p>Implement Formative Assessments</p>	<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These activities require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for use in later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing." 6th grade reading teachers will pre-test academic vocabulary words.</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	<p>Direct Instruction</p>	<p>08/09/2017</p>	<p>05/25/2018</p>	<p>\$0</p>	<p>Reading, ELA, and resource teachers</p>
<p>Implement Formative Assessments</p>	<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	<p>Other, Academic Support Program</p>	<p>08/09/2017</p>	<p>05/25/2018</p>	<p>\$0</p>	<p>Math and Resource Teachers</p>
<p>Problem Solving Questions</p>	<p>Teachers will use problem solving questions daily to improve justification of the word problems.</p>	<p>Direct Instruction</p>	<p>08/09/2017</p>	<p>05/25/2018</p>	<p>\$0</p>	<p>Math Teachers</p>

ACIP

Prattville Intermediate School

Supporting Evidence	5th Grade: Daily short read with nonfiction text followed by comprehension questions. 6th Grade: Focus on "craft and structure" standards to include author's purpose, how organization of a passage contributes to meaning, word and phrase meanings from multiple contexts including figurative language, and how details form an author's perspective.	Other	08/09/2017	05/25/2018	\$0	5th & 6th grade Reading teachers, Resource teachers
Writing Feedback	Increase student conferences and give timely feedback on writing assignments.	Direct Instruction	08/09/2017	05/25/2018	\$0	6th grade ELA teachers
Math Vocabulary	Open-ended problems using math vocabulary will be included on each concept test.	Direct Instruction	08/09/2017	05/25/2018	\$0	Math Teachers
Daily Review	Teachers will provide daily review of previously learned objectives.	Direct Instruction	08/09/2017	05/25/2018	\$0	Math and Resource Teachers
Fresh Reads	Teachers will use fresh reads on weekly reading tests which will include open-ended responses. Teachers will model appropriate responses and provide feedback each week.	Direct Instruction	08/09/2017	05/25/2018	\$0	Reading teachers
System 44	Special Education will implement System 44 with students who are significantly below grade level.	Direct Instruction	08/09/2017	05/25/2018	\$0	Special Education Teachers
Skills Testing Practice	Use English book Unit Test practice pages as testing practice.	Direct Instruction	08/09/2017	05/25/2018	\$0	5th grade ELA teachers
Timed Facts Checks	Teachers will provide multiplication timed tests each nine weeks. The goal by the end of the year in 5th Grade - 50 problems in 3 minutes, 6th Grade - 50 problems in 2 minutes.	Other	08/09/2017	05/25/2018	\$0	Math Teachers
PE Math Activities	PE teachers will be using a variety of different activities to incorporate math problem solving into their daily curriculum. Having students complete various multiples of jumping jacks, math problems in PE exercises, and calculating miles ran per week at PE using total laps run each day are just a few of the activities they will be incorporating.	Direct Instruction	08/09/2017	05/25/2018	\$0	Physical Education Teachers
Small Group/Differentiated Instruction	Teachers will use small group instruction for struggling writers.	Direct Instruction	08/09/2017	05/25/2018	\$0	All teachers
Math Fluency	Teachers will use weekly math skills quizzes to help students become fluent in math facts and proficient in problem solving. Teachers can compare problem proficiency to previous weeks.	Direct Instruction	08/09/2017	05/25/2018	\$0	Math Teachers
Fluency Checks	Teachers will model fluent reading through teacher read alouds. Teachers will administer fluency checks each 9 weeks in reading class.	Other	08/09/2017	05/25/2018	\$0	Reading & ELA teachers
Journal Writing	Weekly journal topics will be provided to improve expository writing in mathematics.	Direct Instruction	08/09/2017	05/25/2018	\$0	Math, Science, and Resource Teachers
Graphic Organizers	Teachers will model the use of graphic organizers to focus on writing.	Direct Instruction	08/09/2017	05/25/2018	\$0	All teachers

ACIP

Prattville Intermediate School

Writing Strategies	Teachers will model and share, and students will use writing strategies and graphic organizers such as: Show and Tell, Topic T-Chart, What-Why-How, I do, we do, you do, etc...	Direct Instruction	08/09/2017	05/18/2018	\$0	All teachers
Math Journal Writing	Teachers will provide more writing opportunities to use and show understanding of math vocabulary.	Direct Instruction	08/09/2017	05/25/2018	\$0	Math and Science Teachers
Writing Projects	5th & 6th ELA - Assign at least one major writing assignment per nine weeks. Two of these can be the fall and spring school-wide writing contests.	Other	08/09/2017	05/25/2018	\$0	Reading, ELA, and Resource teachers
PE writing activities	PE teachers will provide a writing activity each nine weeks about favorite athletes, nutritional information, favorite sports, etc...	Other	08/09/2017	05/25/2018	\$0	PE teachers
Skills Practice for Grammar	Use English textbook as a resource to teach grammar, knowledge of language, production of writing, and conventions of standards.	Direct Instruction	08/09/2017	05/25/2018	\$0	6th grade ELA
Bell Ringers	Students will complete regular bell-ringers incorporating multi-step problems when appropriate.	Direct Instruction	08/09/2017	05/25/2018	\$0	Math Teachers
Silent Reading	Silent reading will be incorporated weekly after tests and during Response to Instruction time.	Other	08/09/2017	05/25/2018	\$0	All Teachers
Skills Practice	Use daily Common Core review to practice foundational skills that will be vital to develop greater rigor in math and writing.	Direct Instruction	08/09/2017	05/25/2018	\$0	5th grade Math teachers
English Text Practice	Students will participate in the English Performance Series test and use data to drive instruction.	Technology, Other	08/09/2017	05/25/2018	\$0	ELA teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Time for Kids	Teachers will use Time for Kids and other resources to increase students' understanding of informational text, and provide meaningful writing opportunities from this source.	Academic Support Program	08/09/2017	05/25/2018	\$3000	All core teachers
Accelerated Reading Program	Students will participate in a school-wide Accelerated Reading Reward System.	Academic Support Program	08/09/2017	05/25/2018	\$8000	Reading, ELA, and Resource teachers
Total					\$11000	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	N/A	

Evaluative Criteria and Rubrics

	Statement or Question	Response	Rating
1.	Questionnaire Administration		N/A

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis		N/A

Areas of Notable Achievement

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

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

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

Areas in Need of Improvement

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

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

What are the implications for these stakeholder perceptions?

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

Report Summary

Scores By Section

		Section Score					
1		2		3		4	

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Prattville Intermediate School is very diligent about using data to guide our instruction in the classroom. Our teachers are given the ACT Aspire results for their students from the previous year. Teachers also receive the results for the students they will be teaching that year. During In-service, the principal incorporates time for all teachers to analyze testing results and an indicator sheet is used to determine whether each student is exceeding, ready, close, or in need of support in each subject area. Teachers are able to form groups based upon instructional needs, plan for instruction, and identify any at-risk students. During grade level meetings, the teachers discuss their assessment data and share strategies. We also use spring Performance Series data to help guide instruction. A monthly data meeting takes place as well. The data meetings include all teachers in an LC (learning Community), the principal, assistant principal, and the resource teacher. During these meetings, data is discussed, gains are celebrated, and strategies are determined for our struggling students. We have extensive communication concerning our EPG (Elementary Programs Guide). The school resource teacher applies a formula with data for every student that is used to identify students who will need Tier II and/or Tier III Rtl led instruction. As a Title I school we have been conducting parent, student, and teacher surveys that will help assess our needs.

What were the results of the comprehensive needs assessment?

The ACT Aspire data indicates academic needs in 5th grade math and 6th grade science. According to our growth data, we did not meet the expected gain target for those two areas. After consulting with our advisory committee, we have made the decision to focus on 5th grade math this year through RTI small groups, providing parent/student resources for check out, and providing more opportunities for parents to get involved with their students' learning.

What conclusions were drawn from the results?

Prattville Intermediate School will be using various strategies and activities during instruction to improve our students' readiness percentages in math and reading on the Performance Series test. Our Title I parental involvement funds will be used to create a parent resource room in order to provide our parents with the tools necessary to help their children at home. We will also hold parental involvement meetings regularly.

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

In order to reach the needs of parent involvement and communication 5th grade students take home their "folder" every week, which lists grades, teacher communication, and so forth. Parents also receive progress reports midway through the nine weeks which has a grade for every subject. A report card is sent home every 9 weeks. Parents are notified through additional communication if their child is struggling and their specific weaknesses are being addressed through Rtl. Parents also have the opportunity to purchase INOW Parent Portal to monitor grades, attendance, and discipline. PIS uses a variety of communication tools including school messenger, the school's website, REMIND,
SY 2017-2018

and NotifyMe. We use a variety of assessments to help increase gather data that will assist us in increasing student achievement. Performance Series, Accelerated Reader, STRIDE, 9 week tests in reading, and teacher made tests are used to assess achievement in subject areas. We also utilize assessments that are part of the math textbook, basic facts timed tests, and content standard/topic tests that are also part of the math textbook. All assessment results are used to help identify students who are at-risk of failing in an academic area. More intensive instruction is given to those students who fall into our at-risk category (i.e. - progress monitoring, small group instruction, and intervention). The Title I funds and school fundraisers will be used to help improve assessment and instruction.

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

Our school goals are directly related to our needs assessment. Academic goals are based on data provided from multiple assessments of achievement in subject areas. Parent, teacher, and student surveys have shown a need for improving communication, parent resources, and updating technology. Our Title I funds are being used to purchase iPads and resources for our parent resource room, and Parent Meetings to help meet parental needs and concerns.

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

Our goals are based on data obtained through ACT Aspire, Performance Series, AAA, parent/teacher/student surveys, school demographics and Student Incident Report (SIR). All data is analyzed by our leadership team and teachers before goals are decided on by our aCIP/Advisory committee.

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

Prattville Intermediate School uses data that includes all students. Our academic goals are based on our ACT Aspire subject areas with the lowest readiness percentages. Response to Instruction (RtI) is a program utilized throughout the building to help identify students who struggle in specific subject areas (math and reading), this program is also used with students who have behavior issues. The addition of our parent resource room will provide many tools for students/parents that are disadvantaged.

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

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

Goal 1:

READING: Ensure that all students improve in their ability to read and answer text related questions.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in their ability to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills in Reading by 05/25/2018 as measured by their SIP score on the Performance Series test.

Strategy1:

Using Formative Assessments - Teachers will use a range of formal and informal assessment procedures to modify teaching and learning activities to improve student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use-them/>

Activity - Professional Development on Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on rigor: Various workshops and novel study on rigor to include supplies needed for teacher and student success.	Professional Learning	08/09/2017	05/25/2018	\$3570 - Title II Part A	All certified staff.

Activity - Professional Development on Integration of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on integration of technology in instruction. It will also include supplies needed student success and for successful implementation in classrooms.	Professional Learning	08/09/2017	05/25/2018	\$6000 - Title I Schoolwide	All certified staff.

ACIP

Prattville Intermediate School

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness. 6th grade reading teachers will pre-test academic vocabulary words.	Other - Data Meetings	08/09/2017	05/25/2018	\$0 - No Funding Required	All 5th and 6th grade teachers

Activity - Professional Development on Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various workshops / inservice will be scheduled throughout the school year to train all faculty on Formative Assessment.	Professional Learning	08/09/2017	05/25/2018	\$5000 - Title I Schoolwide	Provided through central office. Turn-Around training conducted by current staff.

Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These activities require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for use in later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing." 6th grade reading teachers will pre-test academic vocabulary words.</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading, ELA, and resource teachers

Strategy2:

Parental Involvement - Increase parent involvement with activities and resources.

Category: Implement Community Based Support and Intervention System

Research Cited: <http://www.nea.org/tools/17360.htm>

ACIP

Prattville Intermediate School

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will be using Title I funds to improve parent involvement by utilizing our parent resource room to meet the needs of our parents. These funds will also be used for resources needed for parental involvement nights.	Parent Involvement	08/09/2017	05/25/2018	\$2605 - Title I Schoolwide	All certified staff and advisory committee members.

Strategy3:

Reading Comprehension Strategies - Teachers will use direct instruction by incorporating various activities to improve students' reading comprehension.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: https://www.hand2mind.com/pdf/miriam/grades_1_2.pdf

Activity - Accelerated Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a school-wide Accelerated Reading Reward System.	Academic Support Program	08/09/2017	05/25/2018	\$8000 - Other	Reading, ELA, and Resource teachers

Activity - Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Silent reading will be incorporated weekly after tests and during Response to Instruction time.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	All Teachers

Activity - Novel Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will support answers by gathering textual evidence from novel studies.	Other	08/09/2017	05/25/2018	\$3000 - Title I Schoolwide	Reading & ELA & Social Studies teachers

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STRIDE program will be used for student mastery of skills to reach grade level proficiency. Additional Computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000 - Title I Schoolwide	All instructional staff

Activity - Fluency Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model fluent reading through teacher read alouds. Teachers will administer fluency checks each 9 weeks in reading class.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading & ELA teachers

Strategy4:

Strategic Teaching & Instructional Rigor - Teachers will use direct strategic teaching to teach students to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills. Teachers will increase rigor.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198604_gersten.pdf

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Prattville Intermediate School

Activity - Supporting Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th Grade: Daily short read with nonfiction text followed by comprehension questions. 6th Grade: Focus on "craft and structure" standards to include author's purpose, how organization of a passage contributes to meaning, word and phrase meanings from multiple contexts including figurative language, and how details form an author's perspective.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	5th & 6th grade Reading teachers, Resource teachers

Activity - Comprehension Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a passage, complete an activity for understanding, and answer comprehension questions. Students will summarize, evaluate, construct generalizations, and draw conclusions from the text. Students will use the "answer,cite,explain" method to answer all why questions.	Other	08/09/2017	05/25/2018	\$1000 - Title II Part A	Reading teachers

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have a designated 20 minutes every morning for 5th grade and every afternoon for 6th grade, for RTI small group and 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000 - Title I Schoolwide	All core teachers

Strategy5:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be conducted to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$800 - Title I Schoolwide	Core teachers, resource teachers, and administrators.

Activity - Student Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continual study of activities to increase student motivation for academic success.	Behavioral Support Program Academic Support Program	08/09/2017	05/25/2018	\$5359 - Title I Schoolwide	All certified staff.

Goal 2:

WRITING: Ensure that all students improve their writing throughout all academic disciplines.

SY 2017-2018

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Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency throughout all academic disciplines in Writing by 05/25/2018 as measured by how many students score 75 or higher from the first county writing prompt to the third county writing prompt..

Strategy1:

Open-Ended Writing - Teachers will increase opportunities for open-ended writing.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <http://srmo.sagepub.com/view/the-sage-encyclopedia-of-social-science-research-methods/n665.xml>

Activity - Cross Curriculum Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th Math - Problems where students have to justify and explain answers. 6th Math - Provide more opportunities for students to work and understand by explanation and justification questions. Journal weekly. The journal entry will consist of how (explanation) they got the answer and why (justification). Morning bell ringers will include writing prompts. 5th Science - Use writing component in science journals from test. 6th Science - Use weekly journaling to increase writing proficiency and practice constructed response. 5th Reading - Use "answer, cite, explain" method to answer questions. Utilize power writing activities weekly. 6th Reading - Increase more purposeful writing activities using text evidence and justifying answers. 5th Social Studies - Utilize Social Studies text, Time for Kids, and other resources to increase students' understanding of informational texts, and provide meaningful writing from these texts. This will include one power writing activity per week. 6th Social Studies - R.A.F.T. writing once a week. "If you were there" writing prompts. 5th English - Assign at least one major argumentative/opinion/persuasive writing assignment per nine weeks. Two of these could be the fall and spring writing contests. Focus on capitalization and punctuation within writing. 6th English - Use mentor texts to enhance the 6 + 1 writing traits. There will be a writing project for a major grade each nine weeks.	Other	08/09/2017	05/25/2018	\$2172 - Title I Schoolwide	All regular education teachers

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One minute power writing activity.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	All core teachers

ACIP

Prattville Intermediate School

Activity - Time for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Time for Kids and other resources to increase students' understanding of informational text, and provide meaningful writing opportunities from this source.	Academic Support Program	08/09/2017	05/25/2018	\$3000 - Other	All core teachers

Strategy2:

Modeling Writing and Skills Practice - Teachers will model writing activities and foundational skills for students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Skills Testing Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use English book Unit Test practice pages as testing practice.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	5th grade ELA teachers

Activity - Writing Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase student conferences and give timely feedback on writing assignments.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	6th grade ELA teachers

Activity - Writing Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th & 6th ELA - Assign at least one major writing assignment per nine weeks. Two of these can be the fall and spring school-wide writing contests.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading, ELA, and Resource teachers

Activity - English Text Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the English Performance Series test and use data to drive instruction.	Other Technology	08/09/2017	05/25/2018	\$0 - No Funding Required	ELA teachers

Activity - Skills Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use daily Common Core review to practice foundational skills that will be vital to develop greater rigor in math and writing.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	5th grade Math teachers

Activity - Skills Practice for Grammar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use English textbook as a resource to teach grammar, knowledge of language, production of writing, and conventions of standards.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	6th grade ELA

Strategy3:

Writing Direct Instruction - Direct instruction will be provided for students to improve writing across the curriculum.

Category:

Research Cited: <http://www.jefflindsay.com/EducData.shtml>

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education will implement System 44 with students who are significantly below grade level.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Special Education Teachers

Activity - Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and share, and students will use writing strategies and graphic organizers such as: Show and Tell, Topic T-Chart, What-Why-How, I do, we do, you do, etc...	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	All teachers

Activity - Small Group/Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use small group instruction for struggling writers.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Interactive Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use interactive notebooks to take notes in class, using Common Core review to practice foundational skills and model how to answer explanation and justification problems.	Other	08/09/2017	05/25/2018	\$1000 - Title I Schoolwide	Math teachers

Activity - Novel Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Social Studies class will do one novel study per semester.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	6th grade Social Studies teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the use of graphic organizers to focus on writing.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - PE writing activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE teachers will provide a writing activity each nine weeks about favorite athletes, nutritional information, favorite sports, etc...	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	PE teachers

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Prattville Intermediate School

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use fresh reads on weekly reading tests which will include open-ended responses. Teachers will model appropriate responses and provide feedback each week.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading teachers

Activity - Teacher Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will spend 30 minutes daily on writing instruction, modeling different types of writing, and how to effectively communicate through writing.	Direct Instruction	08/09/2017	05/25/2018	\$3000 - Title I Schoolwide	ELA teachers

Goal 3:

MATH: Ensure that all students improve their conceptual understanding of math.

Measurable Objective 1:

A 8% increase of All Students will increase student growth in their conceptual understanding in Mathematics by 05/25/2018 as measured by their SIP score on the Performance Series Test.

Strategy1:

Strategic Teaching & Instructional Rigor - Teachers will use strategic teaching and instructional rigor to improve problem solving with higher-order thinking questions.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.hstwohioregions.org/sitefiles/Rigor%20PowerPoint.pdf>

Activity - Math Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use weekly math skills quizzes to help students become fluent in math facts and proficient in problem solving. Teachers can compare problem proficiency to previous weeks.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Daily Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily review of previously learned objectives.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Resource Teachers

ACIP

Prattville Intermediate School

Activity - PE Math Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE teachers will be using a variety of different activities to incorporate math problem solving into their daily curriculum. Having students complete various multiples of jumping jacks, math problems in PE exercises, and calculating miles ran per week at PE using total laps run each day are just a few of the activities they will be incorporating.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Physical Education Teachers

Activity - Timed Facts Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide multiplication timed tests each nine weeks. The goal by the end of the year in 5th Grade - 50 problems in 3 minutes, 6th Grade - 50 problems in 2 minutes.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Graph paper guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use graph paper for dividing and multiplying as needed for instruction and understanding.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	Math & Resource Teachers

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly journal topics will be provided to improve expository writing in mathematics.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math, Science, and Resource Teachers

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have set aside 20 minutes in the morning for 5th grade and 20 minutes in the afternoon for 6th grade for RTI small group 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000 - Title I Schoolwide	All classroom teachers.

Activity - Problem Solving Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use problem solving questions daily to improve justification of the word problems.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Differentiated Instruction / Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STRIDE will be used for student mastery of skills to reach grade level proficiency. Additional computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000 - Title I Schoolwide	All instructional staff

ACIP

Prattville Intermediate School

Activity - Add Title I Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Add Title I teacher to focus on 5th grade math.	Academic Support Program Direct Instruction Parent Involvement	10/01/2017	05/25/2018	\$55668 - Title I Schoolwide	Administration

Strategy2:

Use Formative Assessments - Teachers will implement the use of formative assessments to inform curricular and instructional decisions.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use-them/>

Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Other Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Resource Teachers

Strategy3:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	All core teachers, resource teachers, and administrators.

Strategy4:

Open Ended Math Problems - Teachers will teach problem solving skills to equip students with the ability to solve open-ended math problems.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.nctm.org/news/release.aspx?id=754>

Activity - Math Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide more writing opportunities to use and show understanding of math vocabulary.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Science Teachers

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open-ended problems using math vocabulary will be included on each concept test.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete regular bell-ringers incorporating multi-step problems when appropriate.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

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

Goal 1:

READING: Ensure that all students improve in their ability to read and answer text related questions.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in their ability to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills in Reading by 05/25/2018 as measured by their SIP score on the Performance Series test.

Strategy1:

Using Formative Assessments - Teachers will use a range of formal and informal assessment procedures to modify teaching and learning activities to improve student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use->

them/

Activity - Professional Development on Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various workshops / inservice will be scheduled throughout the school year to train all faculty on Formative Assessment.	Professional Learning	08/09/2017	05/25/2018	\$5000 - Title I Schoolwide	Provided through central office. Turn-Around training conducted by current staff.

Activity - Professional Development on Integration of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on integration of technology in instruction. It will also include supplies needed student success and for successful implementation in classrooms.	Professional Learning	08/09/2017	05/25/2018	\$6000 - Title I Schoolwide	All certified staff.

Activity - Professional Development on Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on rigor: Various workshops and novel study on rigor to include supplies needed for teacher and student success.	Professional Learning	08/09/2017	05/25/2018	\$3570 - Title II Part A	All certified staff.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness. 6th grade reading teachers will pre-test academic vocabulary words.	Other - Data Meetings	08/09/2017	05/25/2018	\$0 - No Funding Required	All 5th and 6th grade teachers

Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These activities require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for use in later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing." 6th grade reading teachers will pre-test academic vocabulary words.</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading, ELA, and resource teachers

Strategy2:

Strategic Teaching & Instructional Rigor - Teachers will use direct strategic teaching to teach students to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills. Teachers will increase rigor.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198604_gersten.pdf

Activity - Supporting Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>5th Grade: Daily short read with nonfiction text followed by comprehension questions.</p> <p>6th Grade: Focus on "craft and structure" standards to include author's purpose, how organization of a passage contributes to meaning, word and phrase meanings from multiple contexts including figurative language, and how details form an author's perspective.</p>	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	5th & 6th grade Reading teachers, Resource teachers

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have a designated 20 minutes every morning for 5th grade and every afternoon for 6th grade, for RTI small group and 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000 - Title I Schoolwide	All core teachers

ACIP

Prattville Intermediate School

Activity - Comprehension Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a passage, complete an activity for understanding, and answer comprehension questions. Students will summarize, evaluate, construct generalizations, and draw conclusions from the text. Students will use the "answer,cite,explain" method to answer all why questions.	Other	08/09/2017	05/25/2018	\$1000 - Title II Part A	Reading teachers

Strategy3:

Reading Comprehension Strategies - Teachers will use direct instruction by incorporating various activities to improve students' reading comprehension.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: https://www.hand2mind.com/pdf/miriam/grades_1_2.pdf

Activity - Novel Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will support answers by gathering textual evidence from novel studies.	Other	08/09/2017	05/25/2018	\$3000 - Title I Schoolwide	Reading & ELA & Social Studies teachers

Activity - Fluency Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model fluent reading through teacher read alouds. Teachers will administer fluency checks each 9 weeks in reading class.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading & ELA teachers

Activity - Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Silent reading will be incorporated weekly after tests and during Response to Instruction time.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	All Teachers

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STRIDE program will be used for student mastery of skills to reach grade level proficiency. Additional Computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000 - Title I Schoolwide	All instructional staff

Activity - Accelerated Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a school-wide Accelerated Reading Reward System.	Academic Support Program	08/09/2017	05/25/2018	\$8000 - Other	Reading, ELA, and Resource teachers

Strategy4:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and->

students.pdf

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be conducted to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$800 - Title I Schoolwide	Core teachers, resource teachers, and administrators.

Activity - Student Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continual study of activities to increase student motivation for academic success.	Behavioral Support Program Academic Support Program	08/09/2017	05/25/2018	\$5359 - Title I Schoolwide	All certified staff.

Strategy5:

Parental Involvement - Increase parent involvement with activities and resources.

Category: Implement Community Based Support and Intervention System

Research Cited: <http://www.nea.org/tools/17360.htm>

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will be using Title I funds to improve parent involvement by utilizing our parent resource room to meet the needs of our parents. These funds will also be used for resources needed for parental involvement nights.	Parent Involvement	08/09/2017	05/25/2018	\$2605 - Title I Schoolwide	All certified staff and advisory committee members.

Goal 2:

WRITING: Ensure that all students improve their writing throughout all academic disciplines.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency throughout all academic disciplines in Writing by 05/25/2018 as measured by how many students score 75 or higher from the first county writing prompt to the third county writing prompt..

Strategy1:

Modeling Writing and Skills Practice - Teachers will model writing activities and foundational skills for students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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Prattville Intermediate School

Activity - Writing Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th & 6th ELA - Assign at least one major writing assignment per nine weeks. Two of these can be the fall and spring school-wide writing contests.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading, ELA, and Resource teachers

Activity - English Text Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the English Performance Series test and use data to drive instruction.	Other Technology	08/09/2017	05/25/2018	\$0 - No Funding Required	ELA teachers

Activity - Writing Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase student conferences and give timely feedback on writing assignments.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	6th grade ELA teachers

Activity - Skills Practice for Grammar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use English textbook as a resource to teach grammar, knowledge of language, production of writing, and conventions of standards.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	6th grade ELA

Activity - Skills Testing Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use English book Unit Test practice pages as testing practice.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	5th grade ELA teachers

Activity - Skills Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use daily Common Core review to practice foundational skills that will be vital to develop greater rigor in math and writing.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	5th grade Math teachers

Strategy2:

Writing Direct Instruction - Direct instruction will be provided for students to improve writing across the curriculum.

Category:

Research Cited: <http://www.jefflindsay.com/EducData.shtml>

Activity - Small Group/Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use small group instruction for struggling writers.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

ACIP

Prattville Intermediate School

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education will implement System 44 with students who are significantly below grade level.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Special Education Teachers

Activity - Interactive Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use interactive notebooks to take notes in class, using Common Core review to practice foundational skills and model how to answer explanation and justification problems.	Other	08/09/2017	05/25/2018	\$1000 - Title I Schoolwide	Math teachers

Activity - Teacher Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will spend 30 minutes daily on writing instruction, modeling different types of writing, and how to effectively communicate through writing.	Direct Instruction	08/09/2017	05/25/2018	\$3000 - Title I Schoolwide	ELA teachers

Activity - PE writing activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE teachers will provide a writing activity each nine weeks about favorite athletes, nutritional information, favorite sports, etc...	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	PE teachers

Activity - Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and share, and students will use writing strategies and graphic organizers such as: Show and Tell, Topic T-Chart, What-Why-How, I do, we do, you do, etc...	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	All teachers

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use fresh reads on weekly reading tests which will include open-ended responses. Teachers will model appropriate responses and provide feedback each week.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the use of graphic organizers to focus on writing.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Novel Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Social Studies class will do one novel study per semester.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	6th grade Social Studies teachers

Strategy3:

Open-Ended Writing - Teachers will increase opportunities for open-ended writing.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <http://srmo.sagepub.com/view/the-sage-encyclopedia-of-social-science-research-methods/n665.xml>

Activity - Cross Curriculum Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th Math - Problems where students have to justify and explain answers. 6th Math - Provide more opportunities for students to work and understand by explanation and justification questions. Journal weekly. The journal entry will consist of how (explanation) they got the answer and why (justification). Morning bell ringers will include writing prompts. 5th Science - Use writing component in science journals from test. 6th Science - Use weekly journaling to increase writing proficiency and practice constructed response. 5th Reading - Use "answer, cite, explain" method to answer questions. Utilize power writing activities weekly. 6th Reading - Increase more purposeful writing activities using text evidence and justifying answers. 5th Social Studies - Utilize Social Studies text, Time for Kids, and other resources to increase students' understanding of informational texts, and provide meaningful writing from these texts. This will include one power writing activity per week. 6th Social Studies - R.A.F.T. writing once a week. "If you were there" writing prompts. 5th English - Assign at least one major argumentative/opinion/persuasive writing assignment per nine weeks. Two of these could be the fall and spring writing contests. Focus on capitalization and punctuation within writing. 6th English - Use mentor texts to enhance the 6 + 1 writing traits. There will be a writing project for a major grade each nine weeks.	Other	08/09/2017	05/25/2018	\$2172 - Title I Schoolwide	All regular education teachers

Activity - Time for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Time for Kids and other resources to increase students' understanding of informational text, and provide meaningful writing opportunities from this source.	Academic Support Program	08/09/2017	05/25/2018	\$3000 - Other	All core teachers

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One minute power writing activity.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	All core teachers

Goal 3:

MATH: Ensure that all students improve their conceptual understanding of math.

Measurable Objective 1:

A 8% increase of All Students will increase student growth in their conceptual understanding in Mathematics by 05/25/2018 as measured by their SIP score on the Performance Series Test.

Strategy1:

Strategic Teaching & Instructional Rigor - Teachers will use strategic teaching and instructional rigor to improve problem solving with higher-order thinking questions.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.hstwohioregions.org/sitefiles/Rigor%20PowerPoint.pdf>

Activity - Add Title I Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Add Title I teacher to focus on 5th grade math.	Direct Instruction Academic Support Program Parent Involvement	10/01/2017	05/25/2018	\$55668 - Title I Schoolwide	Administration

Activity - PE Math Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE teachers will be using a variety of different activities to incorporate math problem solving into their daily curriculum. Having students complete various multiples of jumping jacks, math problems in PE exercises, and calculating miles ran per week at PE using total laps run each day are just a few of the activities they will be incorporating.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Physical Education Teachers

Activity - Timed Facts Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide multiplication timed tests each nine weeks. The goal by the end of the year in 5th Grade - 50 problems in 3 minutes, 6th Grade - 50 problems in 2 minutes.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Daily Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily review of previously learned objectives.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Resource Teachers

ACIP

Prattville Intermediate School

Activity - Problem Solving Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use problem solving questions daily to improve justification of the word problems.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Math Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use weekly math skills quizzes to help students become fluent in math facts and proficient in problem solving. Teachers can compare problem proficiency to previous weeks.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Graph paper guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use graph paper for dividing and multiplying as needed for instruction and understanding.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	Math & Resource Teachers

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have set aside 20 minutes in the morning for 5th grade and 20 minutes in the afternoon for 6th grade for RTI small group 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000 - Title I Schoolwide	All classroom teachers.

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly journal topics will be provided to improve expository writing in mathematics.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math, Science, and Resource Teachers

Activity - Differentiated Instruction / Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STRIDE will be used for student mastery of skills to reach grade level proficiency. Additional computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000 - Title I Schoolwide	All instructional staff

Strategy2:

Open Ended Math Problems - Teachers will teach problem solving skills to equip students with the ability to solve open-ended math problems.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.nctm.org/news/release.aspx?id=754>

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete regular bell-ringers incorporating multi-step problems when appropriate.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open-ended problems using math vocabulary will be included on each concept test.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Math Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide more writing opportunities to use and show understanding of math vocabulary.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Science Teachers

Strategy3:

Use Formative Assessments - Teachers will implement the use of formative assessments to inform curricular and instructional decisions.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use-them/>

Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Other Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Resource Teachers

Strategy4:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	All core teachers, resource teachers, and administrators.

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

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

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

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

Goal 1:

READING: Ensure that all students improve in their ability to read and answer text related questions.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in their ability to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills in Reading by 05/25/2018 as measured by their SIP score on the Performance Series test.

Strategy1:

Reading Comprehension Strategies - Teachers will use direct instruction by incorporating various activities to improve students' reading comprehension.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: https://www.hand2mind.com/pdf/miriam/grades_1_2.pdf

Activity - Accelerated Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a school-wide Accelerated Reading Reward System.	Academic Support Program	08/09/2017	05/25/2018	\$8000 - Other	Reading, ELA, and Resource teachers

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Prattville Intermediate School

Activity - Novel Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will support answers by gathering textual evidence from novel studies.	Other	08/09/2017	05/25/2018	\$3000 - Title I Schoolwide	Reading & ELA & Social Studies teachers

Activity - Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Silent reading will be incorporated weekly after tests and during Response to Instruction time.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	All Teachers

Activity - Fluency Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model fluent reading through teacher read alouds. Teachers will administer fluency checks each 9 weeks in reading class.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading & ELA teachers

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STRIDE program will be used for student mastery of skills to reach grade level proficiency. Additional Computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000 - Title I Schoolwide	All instructional staff

Strategy2:

Parental Involvement - Increase parent involvement with activities and resources.

Category: Implement Community Based Support and Intervention System

Research Cited: <http://www.nea.org/tools/17360.htm>

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will be using Title I funds to improve parent involvement by utilizing our parent resource room to meet the needs of our parents. These funds will also be used for resources needed for parental involvement nights.	Parent Involvement	08/09/2017	05/25/2018	\$2605 - Title I Schoolwide	All certified staff and advisory committee members.

Strategy3:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

ACIP

Prattville Intermediate School

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be conducted to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$800 - Title I Schoolwide	Core teachers, resource teachers, and administrators.

Activity - Student Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continual study of activities to increase student motivation for academic success.	Behavioral Support Program Academic Support Program	08/09/2017	05/25/2018	\$5359 - Title I Schoolwide	All certified staff.

Strategy4:

Using Formative Assessments - Teachers will use a range of formal and informal assessment procedures to modify teaching and learning activities to improve student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use-them/>

Activity - Professional Development on Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on rigor: Various workshops and novel study on rigor to include supplies needed for teacher and student success.	Professional Learning	08/09/2017	05/25/2018	\$3570 - Title II Part A	All certified staff.

ACIP

Prattville Intermediate School

Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These activities require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for use in later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing." 6th grade reading teachers will pre-test academic vocabulary words.</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading, ELA, and resource teachers

Activity - Professional Development on Integration of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on integration of technology in instruction. It will also include supplies needed student success and for successful implementation in classrooms.	Professional Learning	08/09/2017	05/25/2018	\$6000 - Title I Schoolwide	All certified staff.

Activity - Professional Development on Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various workshops / inservice will be scheduled throughout the school year to train all faculty on Formative Assessment.	Professional Learning	08/09/2017	05/25/2018	\$5000 - Title I Schoolwide	Provided through central office. Turn-Around training conducted by current staff.

Strategy5:

Strategic Teaching & Instructional Rigor - Teachers will use direct strategic teaching to teach students to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills. Teachers will increase rigor.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198604_gersten.pdf

Activity - Comprehension Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a passage, complete an activity for understanding, and answer comprehension questions. Students will summarize, evaluate, construct generalizations, and draw conclusions from the text. Students will use the "answer,cite,explain" method to answer all why questions.	Other	08/09/2017	05/25/2018	\$1000 - Title II Part A	Reading teachers

Activity - Supporting Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th Grade: Daily short read with nonfiction text followed by comprehension questions. 6th Grade: Focus on "craft and structure" standards to include author's purpose, how organization of a passage contributes to meaning, word and phrase meanings from multiple contexts including figurative language, and how details form an author's perspective.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	5th & 6th grade Reading teachers, Resource teachers

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have a designated 20 minutes every morning for 5th grade and every afternoon for 6th grade, for RTI small group and 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000 - Title I Schoolwide	All core teachers

Goal 2:

WRITING: Ensure that all students improve their writing throughout all academic disciplines.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency throughout all academic disciplines in Writing by 05/25/2018 as measured by how many students score 75 or higher from the first county writing prompt to the third county writing prompt..

Strategy1:

Writing Direct Instruction - Direct instruction will be provided for students to improve writing across the curriculum.

Category:

Research Cited: <http://www.jefflindsay.com/EducData.shtml>

Activity - Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and share, and students will use writing strategies and graphic organizers such as: Show and Tell, Topic T-Chart, What-Why-How, I do, we do, you do, etc...	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	All teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the use of graphic organizers to focus on writing.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

ACIP

Prattville Intermediate School

Activity - Small Group/Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use small group instruction for struggling writers.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Interactive Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use interactive notebooks to take notes in class, using Common Core review to practice foundational skills and model how to answer explanation and justification problems.	Other	08/09/2017	05/25/2018	\$1000 - Title I Schoolwide	Math teachers

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education will implement System 44 with students who are significantly below grade level.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Special Education Teachers

Activity - PE writing activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE teachers will provide a writing activity each nine weeks about favorite athletes, nutritional information, favorite sports, etc...	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	PE teachers

Activity - Teacher Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will spend 30 minutes daily on writing instruction, modeling different types of writing, and how to effectively communicate through writing.	Direct Instruction	08/09/2017	05/25/2018	\$3000 - Title I Schoolwide	ELA teachers

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use fresh reads on weekly reading tests which will include open-ended responses. Teachers will model appropriate responses and provide feedback each week.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading teachers

Activity - Novel Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Social Studies class will do one novel study per semester.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	6th grade Social Studies teachers

Strategy2:

Modeling Writing and Skills Practice - Teachers will model writing activities and foundational skills for students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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Prattville Intermediate School

Activity - Skills Practice for Grammar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use English textbook as a resource to teach grammar, knowledge of language, production of writing, and conventions of standards.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	6th grade ELA

Activity - Skills Testing Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use English book Unit Test practice pages as testing practice.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	5th grade ELA teachers

Activity - Writing Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase student conferences and give timely feedback on writing assignments.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	6th grade ELA teachers

Activity - Skills Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use daily Common Core review to practice foundational skills that will be vital to develop greater rigor in math and writing.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	5th grade Math teachers

Activity - Writing Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th & 6th ELA - Assign at least one major writing assignment per nine weeks. Two of these can be the fall and spring school-wide writing contests.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading, ELA, and Resource teachers

Activity - English Text Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the English Performance Series test and use data to drive instruction.	Technology Other	08/09/2017	05/25/2018	\$0 - No Funding Required	ELA teachers

Strategy3:

Open-Ended Writing - Teachers will increase opportunities for open-ended writing.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <http://srmo.sagepub.com/view/the-sage-encyclopedia-of-social-science-research-methods/n665.xml>

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Prattville Intermediate School

Activity - Cross Curriculum Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>5th Math - Problems where students have to justify and explain answers.</p> <p>6th Math - Provide more opportunities for students to work and understand by explanation and justification questions. Journal weekly. The journal entry will consist of how (explanation) they got the answer and why (justification). Morning bell ringers will include writing prompts.</p> <p>5th Science - Use writing component in science journals from test.</p> <p>6th Science - Use weekly journaling to increase writing proficiency and practice constructed response.</p> <p>5th Reading - Use "answer, cite, explain" method to answer questions. Utilize power writing activities weekly.</p> <p>6th Reading - Increase more purposeful writing activities using text evidence and justifying answers.</p> <p>5th Social Studies - Utilize Social Studies text, Time for Kids, and other resources to increase students' understanding of informational texts, and provide meaningful writing from these texts. This will include one power writing activity per week.</p> <p>6th Social Studies - R.A.F.T. writing once a week. "If you were there" writing prompts.</p> <p>5th English - Assign at least one major argumentative/opinion/persuasive writing assignment per nine weeks. Two of these could be the fall and spring writing contests. Focus on capitalization and punctuation within writing.</p> <p>6th English - Use mentor texts to enhance the 6 + 1 writing traits. There will be a writing project for a major grade each nine weeks.</p>	Other	08/09/2017	05/25/2018	\$2172 - Title I Schoolwide	All regular education teachers

Activity - Time for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Time for Kids and other resources to increase students' understanding of informational text, and provide meaningful writing opportunities from this source.	Academic Support Program	08/09/2017	05/25/2018	\$3000 - Other	All core teachers

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One minute power writing activity.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	All core teachers

Goal 3:

MATH: Ensure that all students improve their conceptual understanding of math.

Measurable Objective 1:

A 8% increase of All Students will increase student growth in their conceptual understanding in Mathematics by 05/25/2018 as measured by their SIP score on the Performance Series Test.

Strategy1:

Open Ended Math Problems - Teachers will teach problem solving skills to equip students with the ability to solve open-ended math problems.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.nctm.org/news/release.aspx?id=754>

Activity - Math Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide more writing opportunities to use and show understanding of math vocabulary.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Science Teachers

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete regular bell-ringers incorporating multi-step problems when appropriate.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open-ended problems using math vocabulary will be included on each concept test.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Strategy2:

Use Formative Assessments - Teachers will implement the use of formative assessments to inform curricular and instructional decisions.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use-them/>

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Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Academic Support Program Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Resource Teachers

Strategy3:

Strategic Teaching & Instructional Rigor - Teachers will use strategic teaching and instructional rigor to improve problem solving with higher-order thinking questions.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.hstwohioregions.org/sitefiles/Rigor%20PowerPoint.pdf>

Activity - PE Math Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE teachers will be using a variety of different activities to incorporate math problem solving into their daily curriculum. Having students complete various multiples of jumping jacks, math problems in PE exercises, and calculating miles ran per week at PE using total laps run each day are just a few of the activities they will be incorporating.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Physical Education Teachers

Activity - Daily Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily review of previously learned objectives.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Resource Teachers

Activity - Graph paper guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use graph paper for dividing and multiplying as needed for instruction and understanding.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	Math & Resource Teachers

ACIP

Prattville Intermediate School

Activity - Math Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use weekly math skills quizzes to help students become fluent in math facts and proficient in problem solving. Teachers can compare problem proficiency to previous weeks.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Differentiated Instruction / Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STRIDE will be used for student mastery of skills to reach grade level proficiency. Additional computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000 - Title I Schoolwide	All instructional staff

Activity - Timed Facts Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide multiplication timed tests each nine weeks. The goal by the end of the year in 5th Grade - 50 problems in 3 minutes, 6th Grade - 50 problems in 2 minutes.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have set aside 20 minutes in the morning for 5th grade and 20 minutes in the afternoon for 6th grade for RTI small group 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000 - Title I Schoolwide	All classroom teachers.

Activity - Problem Solving Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use problem solving questions daily to improve justification of the word problems.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Add Title I Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Add Title I teacher to focus on 5th grade math.	Parent Involvement Academic Support Program Direct Instruction	10/01/2017	05/25/2018	\$55668 - Title I Schoolwide	Administration

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly journal topics will be provided to improve expository writing in mathematics.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math, Science, and Resource Teachers

Strategy4:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	All core teachers, resource teachers, and administrators.

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

Goal 1:

READING: Ensure that all students improve in their ability to read and answer text related questions.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in their ability to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills in Reading by 05/25/2018 as measured by their SIP score on the Performance Series test.

Strategy1:

Parental Involvement - Increase parent involvement with activities and resources.

Category: Implement Community Based Support and Intervention System

Research Cited: <http://www.nea.org/tools/17360.htm>

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will be using Title I funds to improve parent involvement by utilizing our parent resource room to meet the needs of our parents. These funds will also be used for resources needed for parental involvement nights.	Parent Involvement	08/09/2017	05/25/2018	\$2605 - Title I Schoolwide	All certified staff and advisory committee members.

Strategy2:

Strategic Teaching & Instructional Rigor - Teachers will use direct strategic teaching to teach students to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills. Teachers will increase rigor.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198604_gersten.pdf

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Prattville Intermediate School

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have a designated 20 minutes every morning for 5th grade and every afternoon for 6th grade, for RTI small group and 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000 - Title I Schoolwide	All core teachers

Activity - Supporting Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th Grade: Daily short read with nonfiction text followed by comprehension questions. 6th Grade: Focus on "craft and structure" standards to include author's purpose, how organization of a passage contributes to meaning, word and phrase meanings from multiple contexts including figurative language, and how details form an author's perspective.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	5th & 6th grade Reading teachers, Resource teachers

Activity - Comprehension Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a passage, complete an activity for understanding, and answer comprehension questions. Students will summarize, evaluate, construct generalizations, and draw conclusions from the text. Students will use the "answer,cite,explain" method to answer all why questions.	Other	08/09/2017	05/25/2018	\$1000 - Title II Part A	Reading teachers

Strategy3:

Using Formative Assessments - Teachers will use a range of formal and informal assessment procedures to modify teaching and learning activities to improve student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use-them/>

Activity - Professional Development on Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various workshops / inservice will be scheduled throughout the school year to train all faculty on Formative Assessment.	Professional Learning	08/09/2017	05/25/2018	\$5000 - Title I Schoolwide	Provided through central office. Turn-Around training conducted by current staff.

ACIP

Prattville Intermediate School

Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These activities require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for use in later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing." 6th grade reading teachers will pre-test academic vocabulary words.</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading, ELA, and resource teachers

Activity - Professional Development on Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on rigor: Various workshops and novel study on rigor to include supplies needed for teacher and student success.	Professional Learning	08/09/2017	05/25/2018	\$3570 - Title II Part A	All certified staff.

Activity - Professional Development on Integration of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on integration of technology in instruction. It will also include supplies needed student success and for successful implementation in classrooms.	Professional Learning	08/09/2017	05/25/2018	\$6000 - Title I Schoolwide	All certified staff.

Strategy4:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

Activity - Student Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continual study of activities to increase student motivation for academic success.	Behavioral Support Program Academic Support Program	08/09/2017	05/25/2018	\$5359 - Title I Schoolwide	All certified staff.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be conducted to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$800 - Title I Schoolwide	Core teachers, resource teachers, and administrators.

Strategy5:

Reading Comprehension Strategies - Teachers will use direct instruction by incorporating various activities to improve students' reading comprehension.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: https://www.hand2mind.com/pdf/miriam/grades_1_2.pdf

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STRIDE program will be used for student mastery of skills to reach grade level proficiency. Additional Computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000 - Title I Schoolwide	All instructional staff

Activity - Fluency Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model fluent reading through teacher read alouds. Teachers will administer fluency checks each 9 weeks in reading class.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading & ELA teachers

Activity - Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Silent reading will be incorporated weekly after tests and during Response to Instruction time.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	All Teachers

Activity - Accelerated Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a school-wide Accelerated Reading Reward System.	Academic Support Program	08/09/2017	05/25/2018	\$8000 - Other	Reading, ELA, and Resource teachers

Activity - Novel Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will support answers by gathering textual evidence from novel studies.	Other	08/09/2017	05/25/2018	\$3000 - Title I Schoolwide	Reading & ELA & Social Studies teachers

Goal 2:

WRITING: Ensure that all students improve their writing throughout all academic disciplines.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency throughout all academic disciplines in Writing by 05/25/2018 as measured by how many students score 75 or higher from the first county writing prompt to the third county writing prompt..

Strategy1:

Open-Ended Writing - Teachers will increase opportunities for open-ended writing.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <http://srmo.sagepub.com/view/the-sage-encyclopedia-of-social-science-research-methods/n665.xml>

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One minute power writing activity.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	All core teachers

Activity - Time for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Time for Kids and other resources to increase students' understanding of informational text, and provide meaningful writing opportunities from this source.	Academic Support Program	08/09/2017	05/25/2018	\$3000 - Other	All core teachers

ACIP

Prattville Intermediate School

Activity - Cross Curriculum Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th Math - Problems where students have to justify and explain answers. 6th Math - Provide more opportunities for students to work and understand by explanation and justification questions. Journal weekly. The journal entry will consist of how (explanation) they got the answer and why (justification). Morning bell ringers will include writing prompts. 5th Science - Use writing component in science journals from test. 6th Science - Use weekly journaling to increase writing proficiency and practice constructed response. 5th Reading - Use "answer, cite, explain" method to answer questions. Utilize power writing activities weekly. 6th Reading - Increase more purposeful writing activities using text evidence and justifying answers. 5th Social Studies - Utilize Social Studies text, Time for Kids, and other resources to increase students' understanding of informational texts, and provide meaningful writing from these texts. This will include one power writing activity per week. 6th Social Studies - R.A.F.T. writing once a week. "If you were there" writing prompts. 5th English - Assign at least one major argumentative/opinion/persuasive writing assignment per nine weeks. Two of these could be the fall and spring writing contests. Focus on capitalization and punctuation within writing. 6th English - Use mentor texts to enhance the 6 + 1 writing traits. There will be a writing project for a major grade each nine weeks.	Other	08/09/2017	05/25/2018	\$2172 - Title I Schoolwide	All regular education teachers

Strategy2:

Modeling Writing and Skills Practice - Teachers will model writing activities and foundational skills for students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Skills Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use daily Common Core review to practice foundational skills that will be vital to develop greater rigor in math and writing.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	5th grade Math teachers

Activity - Skills Testing Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use English book Unit Test practice pages as testing practice.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	5th grade ELA teachers

Activity - Writing Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase student conferences and give timely feedback on writing assignments.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	6th grade ELA teachers

Activity - Skills Practice for Grammar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use English textbook as a resource to teach grammar, knowledge of language, production of writing, and conventions of standards.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	6th grade ELA

Activity - English Text Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the English Performance Series test and use data to drive instruction.	Technology Other	08/09/2017	05/25/2018	\$0 - No Funding Required	ELA teachers

Activity - Writing Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th & 6th ELA - Assign at least one major writing assignment per nine weeks. Two of these can be the fall and spring school-wide writing contests.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading, ELA, and Resource teachers

Strategy3:

Writing Direct Instruction - Direct instruction will be provided for students to improve writing across the curriculum.

Category:

Research Cited: <http://www.jefflindsay.com/EducData.shtml>

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education will implement System 44 with students who are significantly below grade level.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Special Education Teachers

Activity - Novel Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Social Studies class will do one novel study per semester.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	6th grade Social Studies teachers

Activity - Small Group/Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use small group instruction for struggling writers.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use fresh reads on weekly reading tests which will include open-ended responses. Teachers will model appropriate responses and provide feedback each week.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading teachers

ACIP

Prattville Intermediate School

Activity - Interactive Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use interactive notebooks to take notes in class, using Common Core review to practice foundational skills and model how to answer explanation and justification problems.	Other	08/09/2017	05/25/2018	\$1000 - Title I Schoolwide	Math teachers

Activity - PE writing activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE teachers will provide a writing activity each nine weeks about favorite athletes, nutritional information, favorite sports, etc...	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	PE teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the use of graphic organizers to focus on writing.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and share, and students will use writing strategies and graphic organizers such as: Show and Tell, Topic T-Chart, What-Why-How, I do, we do, you do, etc...	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	All teachers

Activity - Teacher Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will spend 30 minutes daily on writing instruction, modeling different types of writing, and how to effectively communicate through writing.	Direct Instruction	08/09/2017	05/25/2018	\$3000 - Title I Schoolwide	ELA teachers

Goal 3:

MATH: Ensure that all students improve their conceptual understanding of math.

Measurable Objective 1:

A 8% increase of All Students will increase student growth in their conceptual understanding in Mathematics by 05/25/2018 as measured by their SIP score on the Performance Series Test.

Strategy1:

Use Formative Assessments - Teachers will implement the use of formative assessments to inform curricular and instructional decisions.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use->

them/

Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Academic Support Program Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Resource Teachers

Strategy2:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	All core teachers, resource teachers, and administrators.

Strategy3:

Open Ended Math Problems - Teachers will teach problem solving skills to equip students with the ability to solve open-ended math problems.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.nctm.org/news/release.aspx?id=754>

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open-ended problems using math vocabulary will be included on each concept test.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

ACIP

Prattville Intermediate School

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete regular bell-ringers incorporating multi-step problems when appropriate.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Math Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide more writing opportunities to use and show understanding of math vocabulary.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Science Teachers

Strategy4:

Strategic Teaching & Instructional Rigor - Teachers will use strategic teaching and instructional rigor to improve problem solving with higher-order thinking questions.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.hstwohioregions.org/sitefiles/Rigor%20PowerPoint.pdf>

Activity - PE Math Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE teachers will be using a variety of different activities to incorporate math problem solving into their daily curriculum. Having students complete various multiples of jumping jacks, math problems in PE exercises, and calculating miles ran per week at PE using total laps run each day are just a few of the activities they will be incorporating.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Physical Education Teachers

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have set aside 20 minutes in the morning for 5th grade and 20 minutes in the afternoon for 6th grade for RTI small group 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000 - Title I Schoolwide	All classroom teachers.

Activity - Differentiated Instruction / Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STRIDE will be used for student mastery of skills to reach grade level proficiency. Additional computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000 - Title I Schoolwide	All instructional staff

ACIP

Prattville Intermediate School

Activity - Add Title I Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Add Title I teacher to focus on 5th grade math.	Parent Involvement Direct Instruction Academic Support Program	10/01/2017	05/25/2018	\$55668 - Title I Schoolwide	Administration

Activity - Graph paper guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use graph paper for dividing and multiplying as needed for instruction and understanding.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	Math & Resource Teachers

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly journal topics will be provided to improve expository writing in mathematics.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math, Science, and Resource Teachers

Activity - Daily Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily review of previously learned objectives.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Resource Teachers

Activity - Math Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use weekly math skills quizzes to help students become fluent in math facts and proficient in problem solving. Teachers can compare problem proficiency to previous weeks.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Problem Solving Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use problem solving questions daily to improve justification of the word problems.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Timed Facts Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide multiplication timed tests each nine weeks. The goal by the end of the year in 5th Grade - 50 problems in 3 minutes, 6th Grade - 50 problems in 2 minutes.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

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.

Academic achievement results are distributed in English and in the home language upon request. Academic achievement information is translated by using Trans Act or through interpreters at parent conferences, EL meetings, etc.

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

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

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

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

Autauga County is very involved in attracting high quality, highly-qualified teachers to our school system. Administrators attend job fairs at local universities. Prospective teachers have the opportunity to learn about our school system, while county personnel have the opportunity to informally interview teacher candidates. The Autauga County Board of Education also conducts a Resume Round-Up, to allow applicant to meet administrators and provide their resumes. Before the official interview process, transcripts of each applicant are examined thoroughly by our county officials. If a particularly good applicant is not highly qualified, inquiry is made as for the plans of the candidate to meet this requirement. Once interviews are completed, new teachers are hired and placed according to certification, experience, preference, specialized training, etc. All Autauga County job opening are advertised through the newspaper, internet, etc. Openings are also posted at the county office and at each individual school in the system.

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

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

For the 2016-2017 school year we have had a 12% turnover rate, three teachers did not return to Prattville Intermediate School.

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

All of our teachers are highly qualified, 83% of the teachers at Prattville Elementary School have 4 years or more teaching experience, and the other 17% have less than 3 years teaching experience.

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

Our turn over rate was low. However, in the event we need to recruit teachers, ACBOE has numerous applicants and we partner with local teacher preparation programs such as with Auburn University Montgomery and Faulkner University.

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

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

After evaluating our ACT Aspire scores and Performance Series scores from the previous year, we identify our weak areas school wide. Those areas automatically become our focus for professional development for the upcoming school year. In turn, we also use our strength areas as an opportunity for our faculty that had extremely high scores to provide turn around training of other members of our faculty.

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

State, federal, and local funds are used for teacher and administrative job-embedded professional development, and parental involvement. Teachers often request professional development and these needs are met either within the school, at the district level, or at workshops/conferences. The first week and a half of school were designated for professional development at the school and district levels.

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

Mentor teachers are appointed to new teachers at the school level. This provides on-site guidance and emotional support for the first year teacher. With these experienced educators, we can be assured that the novice teacher will be - 1) familiarized with basic school/classroom procedures 2) given curriculum guidance 3) given support in the areas of time management and student behavior management 4) given academic and emotional support and 5) given guidance on effective teaching plans and strategies. Additionally, teachers work closely with their pair teacher and are able to use that person as a constant source of information regarding procedures, policies, etc.

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

State, federal, and local funds ensure that job-embedded professional development occurs every year throughout the year. The type of professional development changes each year based on needs assessed from teacher/parent surveys that are conducted annually.

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

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

Goal 1:

READING: Ensure that all students improve in their ability to read and answer text related questions.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in their ability to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills in Reading by 05/25/2018 as measured by their SIP score on the Performance Series test.

Strategy1:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

Activity - Student Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continual study of activities to increase student motivation for academic success.	Academic Support Program Behavioral Support Program	08/09/2017	05/25/2018	\$5359 - Title I Schoolwide	All certified staff.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data meetings will be conducted to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$800 - Title I Schoolwide	Core teachers, resource teachers, and administrators.

Strategy2:

Using Formative Assessments - Teachers will use a range of formal and informal assessment procedures to modify teaching and learning activities to improve student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use->
SY 2017-2018

them/

Activity - Professional Development on Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various workshops / inservice will be scheduled throughout the school year to train all faculty on Formative Assessment.	Professional Learning	08/09/2017	05/25/2018	\$5000 - Title I Schoolwide	Provided through central office. Turn-Around training conducted by current staff.

Activity - Professional Development on Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on rigor: Various workshops and novel study on rigor to include supplies needed for teacher and student success.	Professional Learning	08/09/2017	05/25/2018	\$3570 - Title II Part A	All certified staff.

Activity - Professional Development on Integration of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on integration of technology in instruction. It will also include supplies needed student success and for successful implementation in classrooms.	Professional Learning	08/09/2017	05/25/2018	\$6000 - Title I Schoolwide	All certified staff.

Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These activities require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for use in later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing." 6th grade reading teachers will pre-test academic vocabulary words.</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading, ELA, and resource teachers

Strategy3:

Parental Involvement - Increase parent involvement with activities and resources.

Category: Implement Community Based Support and Intervention System

Research Cited: <http://www.nea.org/tools/17360.htm>

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will be using Title I funds to improve parent involvement by utilizing our parent resource room to meet the needs of our parents. These funds will also be used for resources needed for parental involvement nights.	Parent Involvement	08/09/2017	05/25/2018	\$2605 - Title I Schoolwide	All certified staff and advisory committee members.

Strategy4:

Strategic Teaching & Instructional Rigor - Teachers will use direct strategic teaching to teach students to read and answer text related questions by drawing conclusions and using critical thinking and analytical skills. Teachers will increase rigor.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198604_gersten.pdf

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have a designated 20 minutes every morning for 5th grade and every afternoon for 6th grade, for RTI small group and 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000 - Title I Schoolwide	All core teachers

Activity - Supporting Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th Grade: Daily short read with nonfiction text followed by comprehension questions. 6th Grade: Focus on "craft and structure" standards to include author's purpose, how organization of a passage contributes to meaning, word and phrase meanings from multiple contexts including figurative language, and how details form an author's perspective.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	5th & 6th grade Reading teachers, Resource teachers

Activity - Comprehension Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a passage, complete an activity for understanding, and answer comprehension questions. Students will summarize, evaluate, construct generalizations, and draw conclusions from the text. Students will use the "answer,cite,explain" method to answer all why questions.	Other	08/09/2017	05/25/2018	\$1000 - Title II Part A	Reading teachers

Strategy5:

Reading Comprehension Strategies - Teachers will use direct instruction by incorporating various activities to improve students' reading comprehension.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: https://www.hand2mind.com/pdf/miriam/grades_1_2.pdf

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Prattville Intermediate School

Activity - Fluency Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model fluent reading through teacher read alouds. Teachers will administer fluency checks each 9 weeks in reading class.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading & ELA teachers

Activity - Accelerated Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a school-wide Accelerated Reading Reward System.	Academic Support Program	08/09/2017	05/25/2018	\$8000 - Other	Reading, ELA, and Resource teachers

Activity - Silent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Silent reading will be incorporated weekly after tests and during Response to Instruction time.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	All Teachers

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STRIDE program will be used for student mastery of skills to reach grade level proficiency. Additional Computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000 - Title I Schoolwide	All instructional staff

Activity - Novel Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will support answers by gathering textual evidence from novel studies.	Other	08/09/2017	05/25/2018	\$3000 - Title I Schoolwide	Reading & ELA & Social Studies teachers

Goal 2:

WRITING: Ensure that all students improve their writing throughout all academic disciplines.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency throughout all academic disciplines in Writing by 05/25/2018 as measured by how many students score 75 or higher from the first county writing prompt to the third county writing prompt..

Strategy1:

Open-Ended Writing - Teachers will increase opportunities for open-ended writing.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <http://srmo.sagepub.com/view/the-sage-encyclopedia-of-social-science-research-methods/n665.xml>

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One minute power writing activity.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	All core teachers

Activity - Time for Kids	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Time for Kids and other resources to increase students' understanding of informational text, and provide meaningful writing opportunities from this source.	Academic Support Program	08/09/2017	05/25/2018	\$3000 - Other	All core teachers

Activity - Cross Curriculum Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>5th Math - Problems where students have to justify and explain answers.</p> <p>6th Math - Provide more opportunities for students to work and understand by explanation and justification questions. Journal weekly. The journal entry will consist of how (explanation) they got the answer and why (justification). Morning bell ringers will include writing prompts.</p> <p>5th Science - Use writing component in science journals from test.</p> <p>6th Science - Use weekly journaling to increase writing proficiency and practice constructed response.</p> <p>5th Reading - Use "answer, cite, explain" method to answer questions. Utilize power writing activities weekly.</p> <p>6th Reading - Increase more purposeful writing activities using text evidence and justifying answers.</p> <p>5th Social Studies - Utilize Social Studies text, Time for Kids, and other resources to increase students' understanding of informational texts, and provide meaningful writing from these texts. This will include one power writing activity per week.</p> <p>6th Social Studies - R.A.F.T. writing once a week. "If you were there" writing prompts.</p> <p>5th English - Assign at least one major argumentative/opinion/persuasive writing assignment per nine weeks. Two of these could be the fall and spring writing contests. Focus on capitalization and punctuation within writing.</p> <p>6th English - Use mentor texts to enhance the 6 + 1 writing traits. There will be a writing project for a major grade each nine weeks.</p>	Other	08/09/2017	05/25/2018	\$2172 - Title I Schoolwide	All regular education teachers

Strategy2:

Writing Direct Instruction - Direct instruction will be provided for students to improve writing across the curriculum.

Category:

Research Cited: <http://www.jefflindsay.com/EducData.shtml>

Activity - Teacher Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will spend 30 minutes daily on writing instruction, modeling different types of writing, and how to effectively communicate through writing.	Direct Instruction	08/09/2017	05/25/2018	\$3000 - Title I Schoolwide	ELA teachers

ACIP

Prattville Intermediate School

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use fresh reads on weekly reading tests which will include open-ended responses. Teachers will model appropriate responses and provide feedback each week.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading teachers

Activity - Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and share, and students will use writing strategies and graphic organizers such as: Show and Tell, Topic T-Chart, What-Why-How, I do, we do, you do, etc...	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	All teachers

Activity - Interactive Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use interactive notebooks to take notes in class, using Common Core review to practice foundational skills and model how to answer explanation and justification problems.	Other	08/09/2017	05/25/2018	\$1000 - Title I Schoolwide	Math teachers

Activity - Novel Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Social Studies class will do one novel study per semester.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	6th grade Social Studies teachers

Activity - PE writing activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE teachers will provide a writing activity each nine weeks about favorite athletes, nutritional information, favorite sports, etc...	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	PE teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the use of graphic organizers to focus on writing.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Small Group/Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use small group instruction for struggling writers.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education will implement System 44 with students who are significantly below grade level.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Special Education Teachers

Strategy3:

Modeling Writing and Skills Practice - Teachers will model writing activities and foundational skills for students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Skills Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use daily Common Core review to practice foundational skills that will be vital to develop greater rigor in math and writing.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	5th grade Math teachers

Activity - Skills Testing Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use English book Unit Test practice pages as testing practice.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	5th grade ELA teachers

Activity - Skills Practice for Grammar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use English textbook as a resource to teach grammar, knowledge of language, production of writing, and conventions of standards.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	6th grade ELA

Activity - Writing Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase student conferences and give timely feedback on writing assignments.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	6th grade ELA teachers

Activity - English Text Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the English Performance Series test and use data to drive instruction.	Other Technology	08/09/2017	05/25/2018	\$0 - No Funding Required	ELA teachers

Activity - Writing Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th & 6th ELA - Assign at least one major writing assignment per nine weeks. Two of these can be the fall and spring school-wide writing contests.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Reading, ELA, and Resource teachers

Goal 3:

MATH: Ensure that all students improve their conceptual understanding of math.

Measurable Objective 1:

A 8% increase of All Students will increase student growth in their conceptual understanding in Mathematics by 05/25/2018 as measured by their SIP score on the Performance Series Test.

Strategy1:

Use Formative Assessments - Teachers will implement the use of formative assessments to inform curricular and instructional decisions.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: <https://www.scholastic.com/teachers/articles/teaching-content/what-are-formative-assessments-and-why-should-we-use-them/>

Activity - Implement Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Summaries and Reflections * Students will stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.</p> <p>Lists, Charts, and Graphic Organizers * Students will organize information, make connections, and note relationships through the use of various graphic organizers.</p> <p>Visual Representations of Information * Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information for later lessons. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."</p> <p>Collaborative Activities * Students will have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.</p>	Academic Support Program Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Resource Teachers

Strategy2:

Strategic Teaching & Instructional Rigor - Teachers will use strategic teaching and instructional rigor to improve problem solving with higher-order thinking questions.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.hstwohioregions.org/sitefiles/Rigor%20PowerPoint.pdf>

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly journal topics will be provided to improve expository writing in mathematics.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math, Science, and Resource Teachers

Activity - Problem Solving Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use problem solving questions daily to improve justification of the word problems.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

ACIP

Prattville Intermediate School

Activity - Differentiated Instruction / Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STRIDE will be used for student mastery of skills to reach grade level proficiency. Additional computers are needed.	Academic Support Program	08/09/2017	05/25/2018	\$25000 - Title I Schoolwide	All instructional staff

Activity - Math Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use weekly math skills quizzes to help students become fluent in math facts and proficient in problem solving. Teachers can compare problem proficiency to previous weeks.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Small Group / 1-1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have set aside 20 minutes in the morning for 5th grade and 20 minutes in the afternoon for 6th grade for RTI small group 1-1 instruction.	Academic Support Program	08/09/2017	05/25/2018	\$9000 - Title I Schoolwide	All classroom teachers.

Activity - Graph paper guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use graph paper for dividing and multiplying as needed for instruction and understanding.	Direct Instruction	08/09/2017	05/25/2018	\$500 - Title I Schoolwide	Math & Resource Teachers

Activity - Daily Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily review of previously learned objectives.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Resource Teachers

Activity - PE Math Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE teachers will be using a variety of different activities to incorporate math problem solving into their daily curriculum. Having students complete various multiples of jumping jacks, math problems in PE exercises, and calculating miles ran per week at PE using total laps run each day are just a few of the activities they will be incorporating.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Physical Education Teachers

ACIP

Prattville Intermediate School

Activity - Add Title I Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Add Title I teacher to focus on 5th grade math.	Direct Instruction Parent Involvement Academic Support Program	10/01/2017	05/25/2018	\$55668 - Title I Schoolwide	Administration

Activity - Timed Facts Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide multiplication timed tests each nine weeks. The goal by the end of the year in 5th Grade - 50 problems in 3 minutes, 6th Grade - 50 problems in 2 minutes.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Strategy3:

Departmental Collaboration - Departments will collaborate to develop and implement new strategies to improve student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to analyze data from formative assessments in order to identify academic strengths and weaknesses. Student assessment data will be kept by each teacher in a "data notebook" to be used to determine academic progress and program effectiveness.	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	All core teachers, resource teachers, and administrators.

Strategy4:

Open Ended Math Problems - Teachers will teach problem solving skills to equip students with the ability to solve open-ended math problems.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.nctm.org/news/release.aspx?id=754>

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete regular bell-ringers incorporating multi-step problems when appropriate.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Activity - Math Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide more writing opportunities to use and show understanding of math vocabulary.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math and Science Teachers

ACIP

Prattville Intermediate School

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open-ended problems using math vocabulary will be included on each concept test.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Math Teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Prattville Intermediate School is very diligent about utilizing data to guide our instruction in each classroom. The teachers are given the results of their students' Performance Series Assessment and ACT Aspire Assessment. The teachers also have each student's Elementary Reading and Math Progress Card, which shows the student's previous grade unit test scores and nine weeks report card average. During in-service prior to the opening of school, the principal incorporates time for grade level and departmental meetings. The teachers thoroughly look over the Elementary Programs Guide (EPG), analyze students' assessment data, and share ideas and strategies that work for students' success. This enables the teachers to make instructional decisions, improve curriculum, and design assessments. We have grade level and departmental meetings and monthly data meetings during the teachers planning period to include all homeroom teachers and resource teachers. During these meetings we discuss students' data, celebrate students' gains, and determine gaps in curriculum and evaluate teaching strategies.

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

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

In determining student needs, we use a variety of assessment information and other data. We begin identifying students who experience difficulty mastering the State's academic achievement assessment standards with universal screening. The universal screening consist of subject area averages, homeroom teacher's input and recommendations, and the student's recent performance on state assessments, which are Performance Series and ACT Aspire. Performance Series is a web-based, computer-adaptive assessment that is used as a diagnostic assessment for students. This assessment allows us to quickly pinpoint the proficiency level of our students across a range of math and reading skills. The ACT Aspire assessment informs our teachers about students' progress toward specific learning standards in order to better tailor their instruction to help students learn. We use these results to determine students' individual needs. Collecting this information is vital to identifying problems early in order to provide opportunities for academic success for every student.

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

Assistance is provided for our students that need additional intervention to meet their grade level benchmarks. Response to Instruction (Rtl) is a three tier approach to ensure all students receive research-based instruction and intervention matched to student needs. Rtl Tier I is designed for all students and it includes the core program in the regular classroom. Rtl Tier II is designed those students who are not progressing in Tier I. Rtl Tier III is more intensive intervention and is designed for the students that do not respond to Tier I or Tier II instruction.

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.

Prattville Intermediate provides various resources on the school's website for easy access from home. We also offer after hours parental support through Title I meetings and support opportunities.

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

It is official policy of the Autauga County Board of Education that no person in Autauga County Schools shall, on the basis of race, color, handicap, sex, religion, creed, or national origin, be excluded from participating in, be denied the benefits of, or subjected to discrimination under any program, activity, or employment. Each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students have equal access to the same, free, and appropriate public education

provided for every other child. Each child in Autauga County shall be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. It is the intent of Autauga County Board of Education to identify migratory students in need and to provide them with the needed tools of a successful education and to reach high standards. In addition to school-based services, referrals may be made to community organization to connect students with agencies with resources beyond the scope of the educational system.

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

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

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

Prattville Intermediate School is currently receiving funds from two Federal programs. Title I funds are allowing us to purchase iPads. The additional parent involvement funds will be used to purchase parent resources that will help meet the needs of our parents.

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 Physical Education teachers present Mendez Too Good for Drugs and Too Good for Violence lessons to all of our students during their PE time. Our school has also implemented a Positive Behavioral Support (PBS) system that is supported by a PBS Team which meets monthly. This program rewards students throughout monthly MacSnack field trips, Free Fridays, and No-Steps Reward days.

Component 10: Evaluation (Sec.1114(b)(3)):**How does the school evaluate the implementation of the schoolwide program?**

Prattville Intermediate School's teachers and leadership team will continue to evaluate data provided by the Performance Series in the fall, winter, and spring, and the ACT Aspire results will be evaluated annually. The results of these assessments will provide data that will help guide the adjustments and implementations of goals and programs.

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?

Results from our Performance Series and ACT Aspire testing are broken down by school, grade level, and homeroom. Prattville Intermediate School is very diligent about using data to guide instruction in the classroom. Teachers analyze their students testing results and an indicator sheet is used to determine whether each student is exceeding, ready, close, or in need of support in each subject area. Teachers are able to form groups based upon instructional needs, plan for instruction, and identify any at-risk students. During grade level meetings, the teachers discuss their assessment data and share strategies that work. A monthly data meeting takes place as well. The data meetings include all teachers in an LC (Learning Community), the principal, the assistant principal, and special education teachers. During these meetings, data is discussed, gains are celebrated, and strategies are determined for our struggling student. The school resource teacher applies a formula with data for every student that is used to identify students who will need Tier II and/or Tier III Rtl led instruction.

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?

Data from our ACT Aspire and Performance Series testing will let us know if achievement gaps are being closed. Performance Series breaks down student achievement into performance bands of above average, high average, low average, and below average categories. Our current goals are to increase students performance bands in reading and math. We will assess our proficiency gains three times a year, after fall, winter, and spring Performance Series testing.

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?

Prattville Intermediate School uses the aCIP for what it is, a continuous improvement plan. The aCIP is a living document that we will revisit throughout the year as goals are met and new needs arise based on continuous assessment of data.

2017-2018 Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs , tiered behavioral models that address behavior problems, 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.) (Sec. 1115(b)(B)(i)(ii))
2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))
3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))
4. How are students with the greatest needs receiving services?
5. What are the multiple criteria by which students may exit the program?
6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

Component 4: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

Component 6: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?			

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

Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. 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.

2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))

3. 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)

4. How are students' individual needs being addressed through differentiated instruction in the classroom?

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))

3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); (Sec. 1115(b)(2)(F))

Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

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

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

4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	33.43

Provide the number of classroom teachers.

33

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1735126.0

Total

1,735,126.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total

0.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

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

Total

0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1.0

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

Total

0.00

Librarian

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

Provide the number of Librarians.

1.0

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

Total

0.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	33.43

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

33.43

Label	Question	Value
3.	Provide the total of all funding for Technology.	7071.12

Total

7,071.12

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	33.43

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

33.43

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2592.84

Total

2,592.84

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	35.0

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

35

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	14770.0

Total

14,770.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	33.43

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

33.43

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1017.95

Total

1,017.95

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	127603.72

Provide a brief explanation and breakdown of expenses.

\$3,000 - Novel Studies / Reading Comprehension

\$25,000 - Computers for use with STRIDE

\$9,000 - 1-1 Instruction

\$4000 Staff Development Travel and Training

\$5000 Staff Development

\$2000 Staff Development Training Supplies

\$800 - Data Meetings

\$5,359.06 - Student Motivation

\$2,605 - Parent Resources

\$500 - Power Writing

\$2,171.61 - Instructional Supplies for students and teachers in cross curricular writing

\$3,000 - Teacher Model Writing Activity

\$1,000 - Interactive Notebooks

\$500 - Novel Studies / Social Studies

\$500 - Graph Paper Guides

\$55,668.05 - Class Size Reduction Unit / with benefits

\$7500 Instructional Equipment

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	63207.81

Provide a brief explanation and a breakdown of expenses.

\$2,570.04 Professional Development on Comprehension Strategies / Strategic Teaching / Rigor

\$1,000.00 Staff Development Training Supplies

\$59,637.77 Class Size Reduction Unit / Teacher / Benefits

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	34600.0

Provide a brief explanation and breakdown of expenses.

Office Aide \$8400.00

Copier Maintenance \$4200

Janitorial Maintenance \$8500

Instructional Supplies \$3500

Postage \$1000

Snack / Juice Supplies \$9000

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Prattville Intermediate School will conduct a Title I meeting on Tuesday, August 29th to inform parents of the requirements of The Every Student Succeeds Act (ESSA). Information will be given to parents that explains the requirements of Title I in regards to our school's participation. Parents will have an opportunity to learn about Prattville Intermediate's school wide Title I school. This includes information about highly effective teachers and how to request teacher qualifications in writing, the School-Parent Compact, the Local Education Agency (LEA) Parental Involvement Plan, the Title I Plan, and specific discussion about the Continuous Improvement Plan (aCIP) and how it relates to Prattville Intermediate School.

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

Parental Involvement meetings will be held at various times and days throughout the school year. The annual meeting to inform parents of our Title I participation will be held on Tuesday, August 29th. Three additional meetings during the year will include subjects that are brought to the school's attention from the parents. These items will include but are not limited to test taking skills, preparing for secondary years, and how to assist my children in reading/math. With the goal being to increase participation we try to offer a variety of reasons to come to the school by offering meetings during the day and evening. Some of these activities will include the entire school and are flexible as to day and night functions. Parents are asked to serve on a Parent Advisory Committee. Parents will have an opportunity for input on the allocated funds. They will meet three times a year to discuss the plans in the aCIP and how the school is reaching the goals stated. The funds allocated for Parental Involvement will be used to increase Parental Involvement at Prattville Intermediate School.

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))

Parents receive information concerning student progress and school programs through regular progress reports, report cards, school messenger, parent conferences, newsletters, parent days, APT meetings, and other parent meetings. In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand.

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

The School-Parent Compact is reviewed and/or revised as needed. The compact is signed by parents, teachers, and students. The purpose of this School-Parent Compact is to develop a partnership between school and home in order to help all children achieve high standards in their education. All three parties of this compact have specific responsibilities that they agree to carry out to the best of their ability. The school agrees to provide a high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standards, hold parent-teacher conferences (at least annually) to discuss how this compact relates to the individual child's achievement, provide parents with frequent reports on their child's progress, provide parents reasonable access to staff, provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. The student agrees to complete all classwork and homework assignments, to give parents or the adult who is responsible for their welfare all notices and information received from school, and be responsible for my own behavior and school expectations. The parent/guardian agrees to monitor attendance, make sure homework is completed, volunteer in the classroom, attend open house and parent conferences, stay informed about their child's education and communicate with the school, and support discipline policies of the classroom and school.

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

Our aCIP team consists of teachers, school leadership team members, parents, and a community representative. This allows for parent input during the development process of the aCIP. If a parent is dissatisfied with the aCIP they may submit a letter to the principal including the parents' name, address, telephone numbers, child's name, and stating the specific nature of their concern. The principal, upon receipt of the letter and within an acceptable time period, will discuss the issues with the parent by telephone, letter, or conference. If there are still concerns, they may contact the Federal Programs Director of the Autauga County Board of Education. The school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education. Parental concerns will be treated with respect and genuine interest.

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

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

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

Materials purchased will be located in the Parent/Teacher Resource room. Computers/iPads are available for parent use in the library and in the Parent Resource room. Faculty and staff are prepared to assist parents at flexible times to ensure training in the use of technology.

Parents will be encouraged to utilize the resources available to them by the following: school website, school newsletters, teacher web pages, INOW messenger, Notify Me and weekly folders (5th grade). Parents are invited to attend parent meetings that address the Title 1 requirements, College and Career Ready Standards (CCRS), Performance Series Assessments, Response to Instruction (Rtl), STAR Reading and Math, and ACT Aspire results. Parents are encouraged to purchase INOW Parent Portal to allow them direct access to their child's grades. We also send home weekly folders (5th grade) to provide communication with parents concerning their child's grades and behavior, as well as, information regarding upcoming school events.

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

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

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

Professional Development will be implemented to encourage school personnel with new ideas on how to reach out to parents as equal partners. Teachers are encouraged to attend all school functions and to be available to parents at various times. The data from parent surveys will be used as a reference to keep open communication between parents and the school.

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

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

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

Parents, grandparents, and family members are welcomed to visit throughout the school year. During the first week of school parents are encouraged to assist in the transition period. "Grandparents Day" is celebrated and grandparents are invited to eat lunch with their grandchild. Parents have access to INOW and the teachers' web page, which allows them to be well informed of their child's grades and teacher expectations. Prattville Intermediate has a parent resource room where parents have access to computers/iPads and materials to work at home with their child. Additionally, Prattville Intermediate provides a variety of opportunities for students and parents to be involved beyond the regular school hours. These may include workshops, choir programs, talent shows, and fundraisers.

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

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

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

There are many methods utilized to make sure parents at Prattville Intermediate School are well informed of upcoming events. These methods include, but are not limited to, school messenger, monthly newsletters, report cards, progress reports, weekly folders (5th grade), teacher web pages, Notify Me and school websites. Students are also encouraged to have a planner in which they write daily assignments (classwork and homework), as well as upcoming events. A monthly calendar is created (with input from the school personnel) by the principal. This is sent home at the beginning of each month. These communications are available in a language that family members can understand.

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

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

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

Prattville Intermediate will support our parents in all parental involvement activities. We will have a Parent Resource Room equipped with a computer/iPads, for parents to use as needed, as well as literature to check out. The faculty and staff will make every effort to either assist the parent in the manner needed or to refer the parent to the correct person. It is our goal to make sure parents have the assistance needed in a timely manner.

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))

When the Home Language Survey indicates that the child's home language is other than English, our EL coordinator follows a set of written procedures to determine EL status. EL services are provided to enable limited English proficiency (LEP) students to become competent in the comprehension, speaking, reading, and writing of the English language. Information will be given to parents in their own language when requested. Parents will be provided with a translator for parent/teacher conferences if requested. The same provisions are available for parents with disabilities and parents of migratory students. Every effort will be made to provide information in a format that all parents at Prattville Intermediate School can understand.

